

# Civics Education In Berkeley, Albany and Emeryville

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Final Report of a Two Year Study  
by the  
League of Women Voters  
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## **The Civics Study Committee** 2004-2006

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# Introduction

In May 2004 the League of Women Voters of Berkeley, Albany, Emeryville voted to study the current state of civics education in our public schools. We wanted to know if our students graduate from high school prepared to be active, informed citizens.

In order to find out, we formed a committee and developed a set of research questions. We read the California State Standards for History and Social Science (subsequently referred to as “the Standards”), and investigated credentialing requirements for social studies teachers. Then we wrote three sets of questions to use for interviewing superintendents, principals, and teachers. Finally, we wrote a questionnaire for 8<sup>th</sup> and 12<sup>th</sup> grade students so that they could tell us what they have actually learned. In Berkeley, we made a presentation to the School Board explaining our proposed study and asking for support to conduct it in their schools. We then got started collecting data and interviewing the superintendents.

Berkeley has eleven K-5 schools, three middle schools, and two high schools: Berkeley High and Berkeley Alternative High. Albany has three K-5 schools, one middle school, and two high schools: Albany High and MacGregor High. Emeryville has two schools, Anna Yates Elementary, K-6, and Emery Secondary, 7-12. Our original intention was to cover a representative cross-section of the Berkeley K-5 schools, and to cover all the other schools in the three districts. We were sorry that only four of the Berkeley elementary schools agreed to participate. See [Appendix A](#) for a list of the schools that participated, and the names of the principals or assistant principals with whom we spoke.

We requested that the principals encourage their “civics” teachers to meet with us individually or in groups. In the secondary schools we wanted to connect with the 12<sup>th</sup> grade government/economics teachers and the 8<sup>th</sup> grade history teachers. In the elementary schools, we decided to focus on the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grades teachers. The principal at Anna Yates in Emeryville did arrange for interviews with 3 teachers from the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grades. All other principals requested that we leave our interview questions for them to distribute for us. 36 questionnaires were returned, but that was far short of the total that we left. Despite the fact that most principals did not require teachers to complete and return our questionnaire, and that the Berkeley teacher slowdown reduced the number of teachers willing to complete it on their own time, we believe we got a representative view of how our teachers see civics education.

Our last endeavor was distributing questionnaires to all the 8<sup>th</sup> and 12<sup>th</sup> grade students. Their social studies teachers took class time to distribute and discuss it with them, then to allow them time to complete and return them. We are excited to say that we received 1,019 student questionnaires, but saddened that the number doesn’t include any from Emery Secondary or Berkeley Alternative High. Still, the students spoke, and what they had to say is reported in the following pages. [Appendix B](#) contains a sample of the interview questions and questionnaires we used.

We want to extend thanks to all those in the schools who took time to participate in our study. You made our study and whatever comes of it possible. We hope that our efforts will aid and support you as you educate the next generation of citizens.

# The Public School System in California

## *Educational Vision and State Standards*

The California Department of Education says its vision is “To create a dynamic, world-class education system that equips all students with knowledge and skills to excel in college and careers, and to excel as parents and citizens.” Although this vision statement does not specify what it means to excel as a citizen, it is listed as a fundamental and recognized part of their educational responsibility. The vision also acknowledges that it includes both knowledge and skills.

To flesh out what should be taught to achieve this vision, the Department of Education writes and publishes Standards for each grade level. These Standards specify the knowledge and analytical skills each high school graduate should have and be able to use. *Appendix C* contains a synopsis of the knowledge Standards that specifically apply to civics for each grade K-12. (A complete listing of both knowledge and skills can be found on the State Board of Education website at <http://www.cde.ca.gov/be/st/ss/>).

In addition to the Standards, the Department of Education also writes and publishes Curriculum Frameworks. The Frameworks are guides for teachers to use as they create lesson plans that teach the Standards. (The 249 page Framework for History-Social Science can be found at <http://www.cde.ca.gov/be/st/fr/>. Check the table of contents for goals that deal with civic values and social participation, and the course description for the 12<sup>th</sup> grade “Principles of American Democracy” class.)

## *State and Federal mandated tests*

Public schools throughout California are changing how they evaluate students’ progress. In the past, California has required all students to take the STAR tests. (Standardized Testing And Reporting.) One or more of these tests are given to all students in grades 2 through 11. STAR test scores are used to set the API (Academic Performance Index) for all schools and districts. Each question tests a specific Standard. Sample questions from the past three years of history-social science tests show that American history topics are included, but there are no questions on civics topics. (A complete set of sample STAR tests are available at <http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>).

Beginning this year the California High School Exit Examination (CAHSEE) or “Exit Exam” is going to be required for high school graduation. The Exit Exam was given for the first time in the spring of 2001. This test only covers two subjects: English-language arts, (i.e. reading, writing, and comprehension) through grade 10; and mathematics through Algebra 1. Students can begin taking it for the first time in the spring of their 10<sup>th</sup> grade, and can repeat it each semester until they pass. For more detailed information see <http://www.cde.ca.gov/ta/tg/hs/>.

The No Child Left Behind Act (NCLB), passed in 2002, requires all states to test their students in reading and math. States are allowed to use whatever testing system they have in place, as long as it comes from the Harvard Testing Service. The scores are used by the federal overseers to monitor every district and every school to make sure that their students show grade level “proficiency.” Schools that do not measure up are subject to management by the state. Failure to show improvement in subsequent years can lead to

closure. Entire districts that are generally performing poorly are subject to takeover by the state. For details of the NCLB as it impacts California see <http://www.cde.ca.gov/nclb/index.asp>.

These tests attempt to monitor student learning in an effort to identify the percentage who achieve grade level competency. To administer so many tests, schools are frequently forced to hire additional staff, diverting money that would otherwise be used in the classroom.

### ***Civics course requirements for high school graduation***

The only stand-alone civics class required for high school graduation is the one semester, 12<sup>th</sup> grade government class. Other classes required for graduation that contain a high degree of civics content are the one semester, 12<sup>th</sup> grade economics class, and the full year, 8<sup>th</sup> and 11<sup>th</sup> grade U.S. history classes. In order to receive unit credit for these courses, the student must receive a passing grade of D or better.

State Standards which specifically relate to civics knowledge and values are included in the curriculum of all grades kindergarten through 5<sup>th</sup>, especially the 4<sup>th</sup> grade curriculum which includes a large section on California government. However, civics content at this level is not separately tested and is not a requirement for future graduation.

Besides the courses listed above, there are no other State mandated graduation requirements that apply to civics.

### ***Teacher credentialing***

In June 2005, new requirements were established for issuing California teaching credentials. Besides the general things like graduating from a regionally accredited college or university, and completing a teacher preparation program which includes successful student teaching, there are two requirements that directly pertain to the civics knowledge of teachers. They must:

1. complete a course on the provisions and principles of the U.S. Constitution OR pass an examination given by a regionally accepted college or university
2. verify knowledge of the subject to be taught by one of the two following methods:
  - a. for secondary teachers - achieve a passing score on the appropriate subject matter examination(s).
  - b. for elementary teachers - complete an approved elementary subject matter program or equivalent

For middle and high school teachers who teach history and government classes, the appropriate subject matter would be social sciences. There are numerous specialties with this subject, including political science/civics. For more details on credentialing requirements, go to the Commission's website at <http://www.ctc.ca.gov/credentials/requirements.html>.

### ***Textbook selection***

The State Board of Education has the authority to select approved texts for each field. There are seven academic subject areas covered, so each area gets a new set of textbooks every seven years. Currently (spring 2006), the final choice is being made for social studies. The books will be available for the start of classes this fall.

The study committee did not go to look at the texts that were being considered. However, teachers reported what combination of texts and supplementary materials they used in their classrooms. This information will be included in subsequent chapters of this report.

# Berkeley, Albany, and Emery Unified School Districts

## *Teaching to the Standards*

Although California's Standards are recognized by educators as some of the highest in the country, administrators and teachers in all three of our districts see the Standards as a goal to be aimed for, rather than as a result to expect. All of the superintendents assured us that "we teach to the Standards," but since the State Department of Education does not evaluate the quality of civics instruction provided by districts, there is no accountability. The superintendents also acknowledged that they do not evaluate their schools' effectiveness in civics instruction, and principals are not required to include effective civics instruction in their teacher evaluations.

As mentioned above, none of the required testing programs include civics knowledge. The CAHSEE and the NCLB exams only test reading and math. The STAR tests include some history questions, but one superintendent referred to the history material as "spotty."

All three superintendents said that the assessment of civics education is left up to the teachers. If a teacher gives a passing grade to his/her students for the 12<sup>th</sup> grade government class, then this shows that the students "are getting it." This kind of evaluation is insufficient as student grades tell nothing of the quality or thoroughness of the instruction. Although there is civics content in the Standards for practically all grades, no other form of assessment is carried out to see whether the students "get it" in lower grades.

School districts can add graduation requirements to the basic state list as long as the State approves the addition. Community service is one requirement that some districts have added. Although it can be, such service is not necessarily civics related. Emery Unified School District has a requirement for 60 hours of community service. Albany Unified School District does not have a requirement, but Albany Middle School urges its students to complete 15 hours of community service. Albany elementary schools report doing various service projects. Berkeley Unified School District does not make community service a graduation requirement, but various schools including some of Berkeley High's Small Schools report doing community service projects.

## *Obstacles*

The almost exclusive emphasis on reading and math test scores was mentioned by officials in all three districts as an obstacle to teaching civics to the level envisioned in the Standards. This emphasis tends to "put everything else on the back burner," said one superintendent. Only if the reading and math scores are satisfactory, do the teachers feel comfortable focusing on other areas.

Another commonly mentioned obstacle was money. Districts never have enough money to hire all the quality teachers they would like, or to supply all the classroom materials teachers need, or to maintain all their facilities at a desirable level.

Lack of time was also a shared complaint. Not only does an increased system-wide testing requirement severely cut into classroom instruction time, but the addition of other time-consuming responsibilities by both the state and federal governments is also a

burden. And, these additional responsibilities often come without adequate additional funding.

A final frequently mentioned obstacle to effective civics education is of relatively recent origin. The ethnic diversity of the student bodies in our three districts has increased noticeably in the past few decades. Each district has a large number of students who are either foreign born themselves, or are first generation Americans. One Albany elementary school reports that its students speak 21 different languages. Many of the students and their families come from countries that do not practice democracy or encourage civic participation, or are from minorities which are systematically excluded from civic participation in their home countries. Teaching American civics to these students requires special skill and sensitivity.



## K-5 Schools

### *Meeting State Standards*

The elementary grades are vitally important because they lay the foundation for civics education. In addition to academic knowledge about our country and its government, the elementary grades teach values and behavior important for citizens in a democracy. For kindergarten, the Standards say that “being a good citizen” means following rules such as sharing and taking turns. 1<sup>st</sup> graders learn that, in a democracy, everyone has input on making the rules, either directly or through representatives. In 3<sup>rd</sup> grade, students learn how to participate in the civic life of their local community. For a synopsis of all the civics Standards see *Appendix C*.

All the elementary school principals said that the climate on the play yard and throughout the school is seen as an important measurement of meeting the Standards. If there is respect and cooperation among the children and fights are infrequent, then the principals know that the Standards are being taught and learned.

### *Classroom curricula and methods used*

Schools in all three districts reported using a curriculum called Life Skills. Life Skills focuses on patience, freedom of speech, and tolerance toward others even when there are differences. Students talk about governmental topics like Congress, etc. They have school wide assemblies focused on Life Skills, and give awards to students who have earned them. The curriculum also includes a project, "Model Election," where students learn to pre-register and then vote.

The Life Skills curriculum includes a module for Conflict Management. The students are taught that there is a positive way to resolve differences without hitting. Teachers, principals and school staff reinforce the lessons in the hallways and on the school yard.

One principal said that although there is no formalized assessment for completion of 5<sup>th</sup> grade, they do try to build a sense of community, to have students respect one another, be kind and helpful. At the school-wide assemblies all the grades gather together so that they can begin to see themselves as part of the whole, diverse community. The children dance, celebrate, and have fun together.

All the Life Skills we heard listed are foundational behaviors and values for future good citizens and they actually cover many of the civics Standards for the elementary grades. However, in addition to laying the groundwork for respecting each other and working together, 3<sup>rd</sup> grade focuses on the local community, 4<sup>th</sup> grade on the state, and 5<sup>th</sup> grade on the Revolution and the Constitution. Except for a few “hands on” examples of class activities described below, we do not know anything about the curriculum that covers these subjects.

Discussion, as a teaching method, begins in K-5 schools. One teacher said that she uses the Pledge of Allegiance to talk about “who is a citizen?” “What does it mean to be a citizen of any country?” She finds that this is very relevant to her students because many of them have parents who are not U.S. citizens.

### ***Consistent, inclusive instruction***

Because of the low percentage of teacher responses we can't say definitively, but the situation appears to be very different in each district and different from school to school and class to class. Teachers are doing projects as problems present themselves, or as parents or community volunteers offer to bring in resources. We did not receive enough responses from teachers to determine, for instance, if all 3<sup>rd</sup> graders learn about the three branches of government, or if all 5<sup>th</sup> graders learn about the Bill of Rights.

More was said about the obstacles to teaching civics than about what Standards were covered. In Berkeley, principals told us that so much time must be spent teaching reading and math that there is little time for anything else. Berkeley and Emery principals reported that the extreme differences in student learning abilities within a classroom, including language issues, made teaching social studies difficult. One Berkeley principal expressed dissatisfaction with the available materials and textbooks. All principals expressed concern about the "baggage" which students bring from home. Some watch too much TV, some suffer from social and family problems. Some parents have a particular political agenda, and may object to the Pledge of Allegiance, or to a particular lesson.

### ***Participatory, "hands on" learning***

Projects vary from year to year, school to school, and teacher to teacher, but the current set of activities reported to us included the following. 4<sup>th</sup> graders at one school have an event called "Rancho Days;" 5<sup>th</sup> graders have "Colonial Day." At another school, students "act out the Revolution."

Some K-5 schools hold Mock Elections run by the teachers. One school in Berkeley had Mayor Tom Bates come and do a question and answer program with the press. All the 4<sup>th</sup> grade classes at another school joined together in a project about pollution in the creek that flows through their campus. In order to get the elected officials and the public aware of the problem, the students went to a City Council meeting and gave a presentation about the situation on their campus, and they made of a film about it.

The elementary school in Emeryville is used as a polling place. The students there see people coming to vote, and teachers have the opportunity to explain what's happening and why it's important.

Lastly, all teachers who responded told us of lessons they gave relating to the presidential election in 2004. In one class, students took a pre-election poll to predict what they thought the results might be. One student did not vote because he said he couldn't make up his mind. The resulting vote was a tie. The teacher used the tie as an opportunity to talk about the problem of not getting good results when everyone doesn't vote.

### ***Community service***

One school reported doing a garden project, and other schools reported having food drives. The Berkeley School Board requires that Cesar Chavez Day be devoted to community service. Each school chooses its own service activity.

### ***Teacher qualifications (credentials, training, experience)***

Several teachers said that there is little, if any, training within the credentialing program for elementary teachers that specifically prepares them to teach civics topics. These same teachers did mention that the most useful thing for them is the memory of their own school days and of particular teachers who made civics come alive for them.

We received very little information on in-service training. One principal said that two of her 1<sup>st</sup> grade teachers attended an institute on civics curriculum, then presented what they learned to the rest of the teaching staff.

### ***Support for teachers***

From the limited number of teacher questionnaires that were returned, it appears that teachers can get some support and resources for teaching civics, *if* they take the initiative. One teacher talked about help from the principal. Two others mentioned in-service training. One talked about using the internet. Another teacher told about resources offered by a community group.

Even in the elementary grades, social science covers sensitive issues, such as ethnicity and non-traditional families. Some principals expressed concern about parent reaction to some lessons.

# Middle Schools

## *Meeting State Standards*

The Standards for middle school social studies grades 6-8 are devoted mainly to history and geography, and have little to say directly about civics education. Grades 6 and 7 are devoted to world history. Grade 8 is focused on U.S. history and geography through the Civil War. Some civics topics are addressed indirectly through the study of the Declaration of Independence, the Constitution and original structure of the federal and state governments, the Bill of Rights, and the responsibilities of a free press.

Under the History and Social Sciences Analysis Skills, the middle school Standards say that: students shall distinguish fact from opinion, and students shall be able to assess the credibility of primary and secondary sources.

In our interviews, principals focused on STAR test results and grades to determine that civics Standards are being covered. Classroom tests are aligned with the state Standards. Students must pass U.S. history to graduate from 8<sup>th</sup> grade.

## *Classroom curricula and methods*

### *including textbooks and supplemental materials*

#### *Curricula*

There is not a single curriculum established for middle schools. However, nearly all teachers who responded to our questionnaire say they find the state Standards and Framework useful in lesson planning.

#### *Methods*

The teacher responses did not mention any particular method or methods of instruction, but some information can be deduced from their descriptions of their “best lesson.” Some teachers are very creative and able to grab their students’ interest. For instance, in one class the Bill of Rights module was brought to life by focusing it on students’ rights. Class members were asked to “play judge,” evaluating evidence and arguments in real cases which affected the legal rights of students. They had to write up their own verdicts before learning how the judge in the real case decided.

Other teachers told us they use group or individual projects, ranging from art work to writing term papers. Many teachers reported leading class discussions.

#### *Materials*

The middle schools use a variety of text books. The Albany textbook is *A History of US* by Joy Hakim (volumes 3-8). Berkeley middle schools use *The Story of America*, or *A More Perfect Union*, including the accompanying workbook, chapter tests, and art materials. One teacher responded, “I don’t use a text.” We have no report from Emery Unified.

Principals told us that there are many problems using the State selected texts. One said that “the text is too hard. It’s difficult even for adults to read it.” She uses discretionary money to buy paperback copies of an easier text (title unspecified.)

Materials used to supplement the texts include assorted handouts from newspapers, the internet, and magazines. Teachers also reported using primary sources, such as the *Constitution*, and the *Declaration of Independence*. Also listed was the Teacher Curriculum Institute (TCI) binders, *A People’s History of the US*, excerpts from *Another Mirror*; historical novels, and videos.

### ***Consistent, inclusive instruction***

Since there is no established curriculum, the particular topics covered and the emphasis depends on the concerns of individual teachers. This varies from class to class, school to school, and district to district.

### ***Participatory, “hands on” learning***

The middle schools’ principals and teachers described a variety of projects and activities they use that reflect some practice in learning about government. In the student questionnaires, we found a long list of the ones that students particularly remember. The following are the most common. For a fuller list see *Appendix D*, question 2.

#### ***Student Council***

Common to all the schools is a Student Council which may be elected, teacher-appointed, or volunteer. The Student Council responsibilities vary considerably among the schools and include: addressing school issues, planning student activities, planning dances, fundraising, a film festival, raffle, how to run meetings, budget planning and budget decision-making.

In one case, the principal of a Berkeley school presented the Student Council members with serious grown-up responsibility. Wells Fargo had granted the school a \$1,000 donation, and the choice of how to use it came before the Council. After much deliberation, the Council settled on a school bank to provide seed money for school clubs and other projects. In each proposal, applicants had to demonstrate how they would pay back the loan. This student council, which the principal characterized as “the institutional memory of the school” also took up an active role when the school underwent a major grounds-renovation project, initiating a student-run *Clean Campus Campaign* after the construction was over to ensure that the beautification project remained beautiful.

#### ***Mock activities***

Mock Elections are also held at each of the schools. 107 of the 687 reporting students listed participation in mock elections; yet not all faculty see their value. In one Berkeley school, the Mock Elections were run only after other staff members undertook to coordinate the project when the Social Studies teachers declined to do so.

At another school, students debated contemporary issues linked to the *Bill of Rights* in a Mock Senate format. Students researched, wrote, and delivered speeches and then voted on their peers’ debates in conjunction with studying the Constitution.

#### ***Outside visits/visitors***

Visits to places outside of the schools included trips to the Alameda County Superior Court, Sacramento Senate hearings, the Berkeley City Council, and other public meetings, such as the PTSA.

Outside visitors invited to schools to speak to students on government-related subjects included lawyers, judges, and speakers on relevant subjects. One school invited a singer/composer to come and work with students in putting their *American History Poem* to music.

The longest trip, both in time and distance, is a Berkeley school’s annual spring field trip to Washington D.C. It provides students a wide variety of close-up opportunities to learn how the federal government functions. Last year, 25 middle-school students took part.

### *Student critique*

Students made a number of interesting suggestions in response to a question about how social studies instruction might be improved. The numbers in parenthesis after each suggestion indicate how many students mentioned the same idea.

- o actually getting involved (17)
- o greater frequency of hands-on projects (12)
- o projects more oriented to current events (4)
- o bigger student role in organizing (8)
- o more class participation (6)
- o presenting **the students'** own points of view (4)

### *Community service*

8<sup>th</sup> grade history teachers at Albany Middle School urge their students to complete 18 hours of community service. The students must keep a log of what they do in a notebook and write a report. Service can include such things as shelving books at the Albany Library, working at the Milo Foundation pet adoption center on Solano, doing chores for grandparents, yard work for neighbors, and helping at their parents' workplace.

Although Berkeley Unified has no official policy regarding community service for Middle School students, service happens. One school has held a food drive for the Alameda County Food Bank and a Tsunami Relief project. Another school would like to develop Anger Management and Conflict Resolution training for students who would serve as peer trainers for others.

Emery Secondary School does not have a community service requirement for their 7<sup>th</sup> and 8<sup>th</sup> grade students.

### *Teacher qualifications (credentials, training, experience)*

Principals were at pains to point out that all teachers were appropriately credentialed, but did not elaborate on additional training they might have had.

### *Support for teachers*

This varies from school to school. In one case the issue was not addressed in the responses we received. At another school, it was mentioned that there is no district support for civics instruction, although the principal gives her teachers considerable support toward involving students in participatory activities. At a third school, the teachers are encouraged to offer 'hands-on' lessons to new colleagues.

One Principal regularly visits classrooms. Feedback from students and parents is encouraged and welcomed. Teachers are given time to plan activities such as the Mock Election. A stipend is paid to the Student Council supervising teacher. When major activities are held (i.e. mock elections), substitute teachers are hired. School facilities are offered for students doing special projects.

At another school, the civics teacher reported that he is an experienced, seasoned teacher. So for now, teacher support is needed for more than half of the faculty who are in their 1<sup>st</sup> and 2<sup>nd</sup> year of teaching. In-service training on video-streaming, efforts to increase multi-media resources, and forwarding civics-related materials and information to the civics teacher has been on-going.

# High Schools

## *Meeting State Standards*

In 9<sup>th</sup> grade, students take electives in the social sciences. In 10<sup>th</sup> and 11<sup>th</sup> grades, history classes are required which indirectly include civics topics. See [Appendix C](#) for a list of the relevant civics Standards.

In 12<sup>th</sup> grade, students are required to take one semester of American Government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights and the current state of legislative, executive and judiciary branches of government. Emphasis is placed on analyzing the relationship among federal, state and local government. Particular attention paid to important historical documents such as the Federalist Papers. This class represents the culmination of their civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

Schools varied widely on how the teachers are evaluated on meeting CA Standards: by self-evaluation, by formal administrative evaluation, by departmental chairs, by peers, and by the WASC accreditation team.

Principals stated that the obstacles to formal, ongoing evaluation of teachers are time, money, the language proficiency of students, inexperienced teachers, and the pressure to survive in the state's standard-based and accountability reform era.

A Berkeley High teacher stated that "Every Standard can't be met; teachers have to select the Standards they feel are most important. There are so many 'at risk' students that in-depth learning has become preferred to breadth. Progress cannot be measured by standardized tests." Teachers uniformly struggled with these obstacles.

## *Classroom curricula and methods used including texts and supplemental materials*

### *Curricula*

Both principals and teachers gave vague and incomplete answers about any civics curriculum used.

Common knowledge areas include:

- basic knowledge of the 3 branches of government and their duties
- components of democracy
- voter responsibility & voter impact
- critical evaluation of leadership
- propaganda techniques used in American political campaigns
- understanding the principal rights guaranteed by the Constitution

### *Methods*

Teachers did not report anything about methods used. The only information on this subject must be gleaned indirectly through the descriptions of some of the "hands on" projects reported below.

## ***Materials***

The texts named are *Democracy in Action* (Domhoff) at Albany and MacGregor High in Albany, and *Government in America* (Edwards/Lineberry) at Berkeley High. Emery Secondary and Berkeley Alternative High did not respond despite several attempts to solicit information.

The textbooks were not the sole source used in instruction. All teachers mentioned supplementary material and/or participatory activities. Supplementary materials cited by Berkeley and Albany include:

- Newspapers editorials and articles
- Paper documents, e.g. the Federalists Papers
- Internet activities and articles
- Polyarchy: Participation & Opposition* by Robert Dahl
- After the revolution* by Robert Dahl
- The Power Game: How Washington Works* by Hedrick Smith
- The Worldly Philosophers* by Heilbroner
- Street Law

## ***Consistent, inclusive instruction***

No information that indicated consistency in civics instruction was reported by teachers or principals. Student responses showed a wide spread in their understanding of basic civics principles: citizenship and its rights and responsibilities.

Student question 1A asked, "What have you learned about what it means to be a U.S. citizen? 14.5% left it blank or said they "learned nothing." 10.25% of the answers were unusable. ('Unusable' means an answer was illegible, grammatically or conceptually confusing, or they "smart assed.") Of the remaining 75% who gave understandable answers, 60.5% recognized that citizens have rights, though only half of them listed any specific ones. 25.3% recognized that citizens have responsibilities, and two thirds of them listed specific ones. 27 respondents know that being a citizen means that you are either born here or naturalized, and 16 understand that you can elect officials and change laws. (This is out of the 332 total questionnaires that we received from the high schools.) Some few students were clearly confused about the concept of citizenship. 3 said that "it means you get a drivers' license."

The student questionnaires also demonstrated a shallow foundation of understanding and commitment to civic responsibility and democratic ideals. For more details of their responses, see student questionnaire tally in [\*Appendix D\*](#).

## ***Participatory, "hands on" learning***

The following is a compilation of various projects and activities in which high school students directly participate as they learn about government. These were gleaned from teachers' and students' questionnaires. These activities illustrate active not passive academic learning.

By far, the most students (86) listed class discussions and debates. It appears that all or most teachers use this as a method to get the students thinking critically about issues that affect them. The next most often reported activity (62) was mock elections. At somewhat lower rates students also listed attending government meetings, e.g. City



Council (24); simulated U.S. Congress with students taking parts as either candidates or members of Congress (15); traveling to Washington, D.C. as participants in the Close-Up Program (6); attending public meetings, like the PTSA (5). For a fuller list of the activities mentioned by the students, please refer to *Appendix D*, question 2b.

Teachers reported using the following: internet activities; teach-ins; voter registration; visits to places such as the Alameda County Courthouse; having speakers come to class and interact with the students, including the Public Defender, the District Attorney, lobbyist(s), and a Police Officer. Also mentioned was a simulated Republican Party caucus, including an exercise with delegates and candidates each bargaining, following majority support rules, with the goal of selecting a "balanced" ticket. Prior to the U.S. Fall election in 2004, one teacher had the students give presentations, focusing on specific, relevant political issues. Students formatted their presentations as activities rather than lectures.

One particularly interesting example involved students at Berkeley Alternative High organizing to reverse a rule change that excluded them from the High School graduation ceremony at the Greek Theater. They launched a campaign to challenge the decision and ultimately succeeded in getting it overturned after much lobbying and other advocacy activities.

### ***Community service***

No community service requirement is mandated for graduation at either Albany High or Berkeley High. However, a certain number of hours of community service are required at MacGregor High, Albany's alternative high school. Emery Secondary School has a community service requirement for graduation. Students must log in 60 hours of community service between 9<sup>th</sup> and 12<sup>th</sup> grades. The counselor keeps track of their logged hours and noteworthy service is acknowledged at Annual Awards Night. See *Appendix E* for a copy of the form.

### ***Teacher qualifications***

All of the teachers in the three districts are credentialed in Social Studies, but not necessarily with a political science/civics specialty. Experience ranges from first year teachers to those with decades of classroom experience. Their training ranges from those who have a history major to those with advanced degrees in political science and law degrees.

### ***Support for teachers***

Albany High administrators use the California Standard for the Teaching Profession as an evaluation tool. Other schools did not directly address teacher support.

# Conclusion

## Problems

### *Evaluation and Accountability*

Our study showed that California has outstanding goals for civics education. Despite this, the State Department of Education does not evaluate any of its school districts to determine the effectiveness of the civics instruction given. Neither do districts evaluate civics instruction in their schools. Nor do principals evaluate their teachers on the quality or effectiveness of their civics instruction. The only indicator that administrators use to assess civics instruction is whether students pass the 12<sup>th</sup> grade U.S. government class.

There is no accountability at any level. While we found anecdotal evidence of some very good civics instruction, it appears to be dependent solely on the interests and initiative of individual teachers. Also, since approximately one third of students in the three districts drop out before graduating from high school, many may receive little or no civics instruction.

### *Consistency and inclusiveness of instruction*

Since there is so little focus on, or evaluation of, civics instruction, we were unable to determine the overall quality of that instruction, or how many students actually are taught to the California Standards. Had we been able to interview or retrieve questionnaires from a higher percentage of teachers, we might have learned more. Still, from the responses we did receive, we were able to conclude that some of the Standards are taught at least some of the time.

The most consistent, inclusive, instruction we found was the teaching of the basic civic values of fair play, respect for others, peaceful resolution of conflict, and free speech. These values and the behaviors needed to support them are intrinsic parts of the Life Skills curriculum that all, or most, of the elementary schools currently use. Aside from this, although we glimpsed good lessons, projects and field trips, we were unable to find evidence of a coordinated K-12 civics curriculum in any district.

Besides the teachers' responses telling us what they teach and how they teach it, we also got questionnaires back from 1,019 students, including 687 from 8<sup>th</sup> graders and 332 from 12<sup>th</sup> graders. These responses provided us with the perspective of what the students remember of what they were taught. From the student answers we can deduce that they learn about the major documents like the Constitution, the Bill of Rights, etc., and they hear that citizens have both rights and responsibilities.

### *Obstacles to change*

Although all the superintendents and principals we interviewed acknowledged the importance of civics education, they all saw obstacles to providing civics instruction in any greater depth than they currently do. The roadblocks they listed include: the forced emphasis on reading and math; the erosion of instruction time due to increased testing requirements; various budgetary problems affecting the quality of teachers hired and

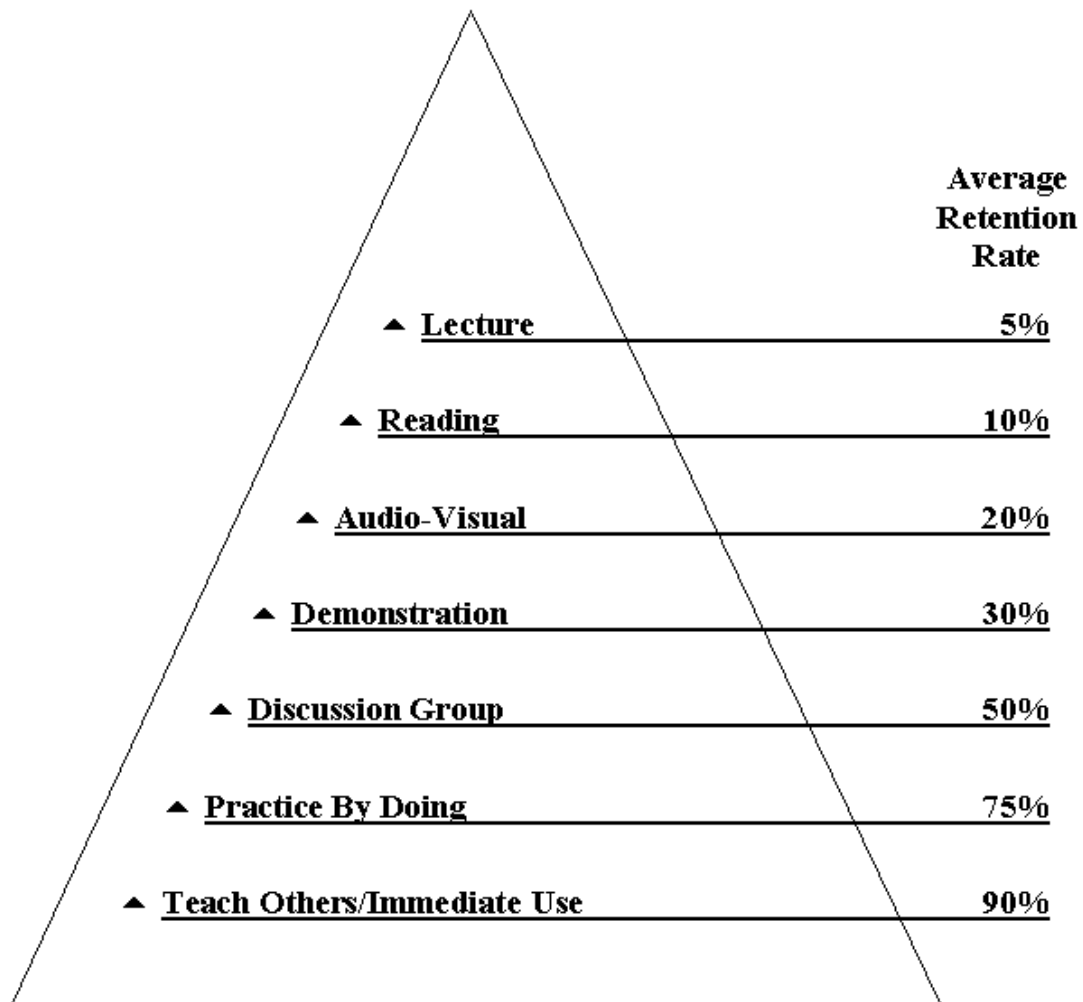
materials purchased; the increased ethnic and cultural diversity of the student bodies; and the increased responsibilities placed on schools by the state and federal regulations. In fact, one administrator told us that if we, or any other group with a specific agenda, wanted to add something else, like civics instruction, we had better identify something that could be dropped.

## Solutions

### *Superintendents' suggestions*

Superintendents are aware of the problems listed above, and would like our help in overcoming them. Some of the things they suggested we might do include: help develop high school student government; facilitate connections with civic groups, especially those that would encourage students to participate; and continue to run Mock Elections.

The National Training Laboratories of Bethel, Maine, produced the image below. It depicts the learning retention rates from various instructional techniques.



Appendix A  
Districts and Schools Included in this Report - Spring 2005

	<b>Berkeley USD</b>	<b>Albany USD</b>	<b>Emery USD</b>
Superintendent	(Michelle Lawrence) interviewed : Asst. Sup., Neil Smith	Dr. William Wong	Dr. Anthony Smith
K-5 (K-6 - Emery)	Cragmont, Principal Jason Lustig	Cornell, Principal, Robert Kelly-Thomas	Anna Yates, Principal Anakarita Allen
K-5	John Muir, Principal Nancy Waters <sup>1</sup>	Marin, Principal Marian Rothschild	
K-5	Oxford, Principal Kathleen Lewis <sup>1</sup>	Ocean View, Principal Madeleine Hennings <sup>2</sup>	
K-5	Thousand Oaks, Principal Jesse Ramos		
Middle schools 6 <sup>th</sup> -8 <sup>th</sup>	Longfellow, Principal Rebecca Cheung	Albany Middle, Principal Robin Davis	(none)
Middle schools	Martin Luther King, Principal Kit Pappenheimer		
Middle schools	Willard, Principal Michele Patterson <sup>1</sup>		
High schools 9 <sup>th</sup> -12 <sup>th</sup> (7 <sup>th</sup> -12 <sup>th</sup> Emery)	BHS (Princ Jim Slep) interviewed: VP Roland Stringfellow SocSt Chair Jim Dopman	Albany High, Principal Ron Rosenbaum	Emery Secondary, Principal Mark Miller
Alternative high schools	Berkeley Alternative High, Principal Alex Palau <sup>1</sup>	MacGregor High, Principal Barry Shapiro	(none)

Principal changes for the 2005-2006 school year

<sup>1</sup>in Berkeley schools: John Muir/Gregory John; Oxford/Janet Levenson; Willard/Robert Ithurbum;  
Alt. High/Victor Diaz

<sup>2</sup>in Albany schools: Ocean View/Julie Valdez

## Appendix B

### Interview Questions and Questionnaire samples

#### Superintendents and Curriculum Staff:

1. Mastery of what civics standards are required of your HS graduates?
2. What civics education standards have been completed by 5<sup>th</sup> grade, and 8<sup>th</sup> grade?
3. How do you determine whether the students have met the standards?
4. Is there a community service requirement for graduation? If so, what kinds of activity qualify?
5. How do you evaluate the success of your teachers in meeting the civics standards?
6. Are there any obstacles that prevent you and your teachers from meeting the State Standards? If so, what?

#### Support requests:

- Inform your principals that we would like to meet with them and ask them the same questions modified to their respective grade levels.

#### Principals and Department Heads:

1. What civics knowledge and skills can your graduates demonstrate? Is this required of all graduates?
2. How do you determine whether the students have met the standards?
3. Is there a community service requirement for graduation? If so, what kinds of activity qualify?
4. What do student-elected leaders do?
5. How do you evaluate the success of, and provide support to, your teachers in their civics instruction?
6. How many of your teachers are trained/credentialed for this task?
7. Are there any obstacles that prevent you and your teachers from meeting the State Standards? If so, what?

#### Support requests:

- Inform the appropriate\*\* teachers that we would like to meet with them or pass out our set of questions for them to respond to.
- For 8<sup>th</sup> and 12<sup>th</sup> grade teachers we also want to pass out questions to their students

\*\* appropriate means

K-5 all 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grade teachers

6-8 all 8<sup>th</sup> grade social studies teachers

9-12 all gov't/econ teachers, student leadership class teacher



**League of Women Voters  
Civics Ed Study Questionnaire for Elementary Teachers  
(continued)**

6. What training have you had to prepare you to teach civics lessons?

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7. Do students come to you with the necessary background for the civics lessons you have to offer? Yes \_\_\_\_ No \_\_\_\_ If not, what are they lacking?

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8. How is your work evaluated?

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Does this evaluation technique help you improve as a teacher? Yes \_\_\_\_ No \_\_\_\_

*Thanks very much for taking your time to answer these questions, and for your dedication to your students.*

If you would like to have direct contact with us from the study committee please feel free to give us a call.

names                      phone #s

Lastly, we would like to share your good ideas described in #5 above with other schools and districts. Is this okay with you? Yes \_\_\_\_ No \_\_\_\_

If it's okay to share your successful lesson plans, can we give you credit? If so, please give us your name and phone or email for contact.

*Again, thank you, thank you!*

**League of Women Voters of Berkeley, Albany, & Emeryville  
Civics Education Questionnaire  
for Secondary Teachers**

Grade(s) you teach \_\_\_\_\_

Government and/or Economics class(es) you teach

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1. At the end of the term, what civics knowledge and skills can your students demonstrate?

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2. What texts or other materials do you use?

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3. Have you found the State Framework to be a useful tool for teaching to the Standards?

Yes \_\_\_\_ no \_\_\_\_

4. Do you have structured outside activities or guest speakers cover civics lessons?

Yes \_\_\_\_ no \_\_\_\_ If yes, please describe.

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5. What has been your most successful lesson? Please describe.

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6. What training have you had to prepare you to teach civics lessons?

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7. Do students come to you with the necessary background for the civics lessons you have to offer? Yes \_\_\_\_ No \_\_\_\_ If not, what are they lacking?

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8. How is your work evaluated?

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Does this evaluation technique help you improve as a teacher? Yes \_\_\_\_ No \_\_\_\_

Lastly, we would like to share your good ideas described in #5 above with other schools and districts. Is this okay with you? Yes \_\_\_\_ No \_\_\_\_

If it's okay to share your successful lesson plans, can we give you credit? If so, please give us your name and phone or email for contact.

*Thank you!*

## Government Education Study - Student Questionnaire

Current school: \_\_\_\_\_ grade: \_\_\_\_\_

Previous schools attended: \_\_\_\_\_ grades \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your current, or most recent, social studies class: \_\_\_\_\_

1. A. What have you learned about what it means to be a U. S. citizen?

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B. Where did you learn it? If in school, in what school(s) and which class(es)? If out of school, where?

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2. A. Have you participated in any class activities, such as: class projects, mock elections, attending city council meetings, that helped you explore how our country is governed (nationally, statewide, or locally)? Yes \_\_\_\_ No \_\_\_\_

B. If yes, what activities?

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C. Can you think of anything that might have made these activities more useful for you?

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**Government Education Study - Student Questionnaire  
(continued)**

3. A. As a result of what you have learned about our government and how it affects you, do you think you are/will be an active citizen?    Yes \_\_\_\_ No \_\_\_\_

B. If yes, please give some examples of things you have done or expect to do; e.g., voting, writing your representative.

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4. What topics about government or the political process that were not covered would *you* like to learn about?

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5. A. What do you think are the most important rights and responsibilities of citizenship?

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B. Has your schooling prepared you to exercise these rights and meet these responsibilities? Yes \_\_\_\_ No \_\_\_\_    Please explain, how or how not?

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*Thanks for taking your time and sharing your thoughts with us on this very important topic. If you would like to tell us more or find out about what we are doing please call or email us.*

*Jinky Gardner 548-5292 [jinkybsg@comcast.net](mailto:jinkybsg@comcast.net)*

*Cathy Lynch 527-2173 [apricotice@aol.com](mailto:apricotice@aol.com)*

*Co-Chairs for the Civics Education Study for the League of Women Voters of Berkeley, Albany, and Emeryville*

## Appendix C

### California State Standards for History and Social Studies

#### Synopsis of Content Standards for Grades K-5

##### Kindergarten

- good citizenship means following rules and taking responsibility
- recognize the flag and the Statue of Liberty

##### 1<sup>st</sup> grade

- learn difference between direct and representative democracy
- learn fair play
- respect the rights and opinions of others
- learn the Pledge of Allegiance and songs about America
- recognize national holidays and what they represent
- identify Declaration of Independence and U. S. Constitution

##### 2<sup>nd</sup> grade

- be able to explain how the U. S. makes laws and how they are enforced
- explain how countries use laws to make trade agreements and treaties
- learn that individuals can make a difference

##### 3<sup>rd</sup> grade

- learn the reasons to have rules/laws and consequences for breaking them
- learn how to participate in a classroom, and your town government
- recognize more American symbols and documents
- understand the 3 branches of government
- describe how California participates in federal system

##### 4<sup>th</sup> grade

- understand the structures, functions, and powers of government at the federal, state, and local levels
- learn the roles and responsibilities of the elected officials
- describe how California is structured including, cities, counties, and school districts

##### 5<sup>th</sup> grade

- learn how the American governmental system developed from the British system
- learn how it developed and grew through the colonial period
- learn the process of writing the Constitution and adding the Bill of Rights

## Analysis Skills for Grades K-5

### Chronological and Spatial thinking

- place key events and people of the historical era being studied in a chronological sequence and within a spatial context; interpret time lines
- correctly apply terms related to time, including *past, present, future, decade, century, and generation*
- explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
- use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations
- judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time

### Research, evidence, and Point of View

- differentiate between primary and secondary sources
- pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
- distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

### Historical Interpretation

- summarize the key events of the era being studied and explain the historical contexts of those events
- identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places
- identify and interpret the multiple causes and effects of historical events
- conduct cost-benefit analyses of historical and current events

## Synopsis of Content Standards for Grades 6-8

### 6<sup>th</sup> grade

- no civics - (Standards cover world history topics)

### 7<sup>th</sup> grade

- no civics - (Standards cover more world history topics)

### 8<sup>th</sup> grade

- enumerate the powers of the federal and state governments set out in the Constitution and the Bill of Rights
- describe federalism, dual sovereignty, separation of powers, checks and balances, purpose of majority rule, and protection of individual rights
- describe Congressional law making and ways for citizens to participate
- learn the functions and responsibilities of a free press

## Analysis Skills for Grades 6-8

### Chronological and Spatial thinking

- explain how major events are related to one another in time
- construct various time lines of key events, people, and periods of the historical era being studied
- use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems

### Research, evidence, and Point of View

- frame questions that can be answered by historical study and research
- distinguish fact from opinion in historical narratives and stories
- distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories
- assess the credibility of primary and secondary sources and draw sound conclusions from them
- detect the different historical points of view on historical events and determine the context in which the historical statements were made

### Historical Interpretation

- explain the central issues and problems from the past, placing people and events in a matrix of time and place
- understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations
- explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new pattern
- recognize the role of chance, oversight, and error in history
- recognize that interpretations of history are subject to change as new information is uncovered

- interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues

## Synopsis of Content Standards for Grades 9-12

### 9<sup>th</sup> grade

- elective year, no civics Standards

### 10<sup>th</sup> grade

- philosophy of civics: the development of Western political thought including self-government and the concept of individual liberty; the reality of colonialism and the struggle for independence; the causes and consequences of WWI and WWII; post-WWII nation building and its effect on freedom and democracy

### 11<sup>th</sup> grade

- understand that rights under Constitution are a precious heritage that depend on an educated citizenry to preserve and protect
- learn how the New Deal fundamentally changed the role of the federal government
- learn about a whole new level of government with establishment of U. N., IMF and World Bank, and the associated documents
- learn the progress of civil rights and voting rights for minorities
- analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies

### 12<sup>th</sup> grade - gov't class - required for high school diploma

- understand that the Bill of Rights limits the powers of the federal government and know what each of those rights are
- know and understand importance of economic rights, e.g. right to own property
- understand citizen's legal obligations: obeying the law, serving on a jury, paying taxes; and civic duties; voting, being informed on civic issues, volunteering, serving in military
- describe interdependence between rights and responsibilities
- explain process of naturalization
- describe ways in which individuals and groups can influence government in addition to voting
- review roles of the 3 branches of gov't and learn in detail how the judicial branch works
- learn how the election system works and the role of political parties
- compare gov't at the federal, state, and local level and how laws are made at each level
- compare other countries' government systems with our with emphasis on democracy

## Analysis Skills for Grades 9-12

### Chronological and Spatial thinking

- compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned
- analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs
- use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods
- relate current events to the physical and human characteristics of places and regions

### Research, evidence, and Point of View

- distinguish valid arguments from fallacious arguments in historical interpretations
- identify bias and prejudice in historical interpretations
- evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications
- construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations

### Historical Interpretation

- show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments
- recognize the complexity of historical causes and effects, including the limitations on determining cause and effect
- interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values
- understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions
- analyze human modifications of landscapes and examine the resulting environmental policy issues
- conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.



**Appendix D**  
**Student Questionnaire Results**

	AHS	BHS	McG	all HS		AMS	Lngf	Wlrd	King	all MS		all schs	
total questionnaires	111	212	9	332		213	101	141	232	687		1,019	
<b>1a. What have you learned about what it means to be a citizen?</b>													
blank	3	14	0	17	5.12%	9	16	13	16	54	7.86%	71	6.97%
learned nothing	12	18	1	31	9.34%	3	11	9	23	46	6.70%	77	7.56%
answer not usable	13	18	3	34	10.24%	9	5	9	15	38	5.53%	72	7.07%
subtotals	28	50	4	82	24.70%	21	32	31	54	138	20.09%	220	21.59%
rights													
not specific	25	81	2	108	32.53%	61	12	36	80	189	27.51%	297	29.15%
vote	19	37	3	59	17.77%	56	39	33	46	174	25.33%	233	22.87%
equal protection under law	4	6	0	10	3.01%	11	6	7	10	34	4.95%	44	4.32%
free speech	3	6	0	9	2.71%	13	3	5	11	32	4.66%	41	4.02%
pursuit of happiness	3	2	0	5	1.51%	0	1	0	0	1	0.15%	6	0.59%
privacy	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
labor rights	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
petition the gov't	0	1	0	1	0.30%	1	0	0	0	1	0.15%	2	0.20%
free press	0	1	0	1	0.30%	1	0	0	0	1	0.15%	2	0.20%
education	1	0	0	1	0.30%	0	0	0	1	1	0.15%	2	0.20%
freedom to travel/get a passport	1	0	0	1	0.30%	2	0	0	2	4	0.58%	5	0.49%
bear arms	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
own personal property	0	0	1	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
freedom of religion	0	0	0	0	0.00%	2	0	0	0	2	0.29%	2	0.20%
run for office/President	0	0	0	0	0.00%	2	0	5	1	8	1.16%	8	0.79%
right to remain silent	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
physical protection	0	0	0	0	0.00%	0	1	0	3	4	0.58%	4	0.39%
subtotals	59	136	6	201	60.54%	150	62	86	154	452	65.79%	653	64.08%
responsibilities													
not specific	13	13	0	26	7.83%	13	6	2	13	34	4.95%	60	5.89%
obey laws	10	11	1	22	6.63%	20	3	16	12	51	7.42%	73	7.16%
pay taxes	7	13	1	21	6.33%	5	5	3	3	16	2.33%	37	3.63%
volunteer/serve community	7	0	1	8	2.41%	26	0	1	1	28	4.08%	36	3.53%
military service	1	3	0	4	1.20%	1	2	0	1	4	0.58%	8	0.79%
respect others	0	0	0	0	0.00%	5	0	0	2	7	1.02%	7	0.69%
jury duty	1	1	0	2	0.60%	2	0	0	1	3	0.44%	5	0.49%
work	0	0	1	1	0.30%	1	0	1	1	3	0.44%	4	0.39%
represent the U. S.	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
learn how gov't works	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
understand U. S. history	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
subtotals	39	41	4	84	25.30%	74	16	25	34	149	21.69%	233	22.87%
born here or naturalized	9	18	0	27	8.13%	34	30	32	15	111	16.16%	138	13.54%
live here legally/don't get deported	4	4	0	8	2.41%	6	2	1	11	20	2.91%	28	2.75%
drivers' license	0	3	0	3	0.90%	0	0	0	4	4	0.58%	7	0.69%
proud of country/loyal/patriotic	4	5	0	9	2.71%	13	13	2	7	35	5.09%	44	4.32%
not proud of country/hated abroad	0	0	0	0	0.00%	0	0	0	2	2	0.29%	2	0.20%
get privileges/benefits	3	24	0	27	8.13%	8	3	2	8	21	3.06%	48	4.71%
have economic opportunity	5	4	0	9	2.71%	0	1	1	4	6	0.87%	15	1.47%
better status	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
must struggle to succeed econ.	0	2	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
all groups not treated equal	0	4	0	4	1.20%	0	0	2	2	4	0.58%	8	0.79%
can elect officials & change laws	8	8	0	16	4.82%	9	1	0	4	14	2.04%	30	2.94%
stay in touch with representatives	0	0	1	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
can run for office/President	0	0	0	0	0.00%	2	0	7	2	11	1.60%	11	1.08%
follow current events	0	0	0	0	0.00%	3	0	0	0	3	0.44%	3	0.29%
speak out/ tell your opinion	0	0	0	0	0.00%	6	0	0	3	9	1.31%	9	0.88%
can protest	3	3	0	6	1.81%	4	0	0	2	6	0.87%	12	1.18%
must struggle to make pol. change	0	0	0	0	0.00%	0	0	2	0	2	0.29%	2	0.20%
country not true to its principals	0	1	0	1	0.30%	0	0	2	0	2	0.29%	3	0.29%
<b>1b. Where did you learn it? If in school, in what school(s) and which class(es)? If out of school, where?</b>													
school	74	130	4	208	62.65%	154	65	97	121	437	63.61%	645	63.30%
sch spnc'd/trip to Congress	1	1	0	2	0.60%	0	0	0	1	1	0.15%	3	0.29%
sch spnc'd community serv proj	0	0	0	0	0.00%	4	0	0	0	4	0.58%	4	0.39%
school in country of birth	0	2	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
family	18	27	1	46	13.86%	63	5	19	31	118	17.18%	164	16.09%
personal experience	19	27	4	50	15.06%	23	3	9	16	51	7.42%	101	9.91%
TV and/or other media	8	5	1	14	4.22%	19	0	4	10	33	4.80%	47	4.61%

**Appendix D**  
**Student Questionnaire Results**

	AHS	BHS	McG	all HS		AMS	Lngf	Wlrd	King	all MS		all schs	
<b>total questionnaires</b>	<b>111</b>	<b>212</b>	<b>9</b>	<b>332</b>		<b>213</b>	<b>101</b>	<b>141</b>	<b>232</b>	<b>687</b>		<b>1,019</b>	
friends	0	9	0	9	2.71%	5	3	4	5	17	2.47%	26	2.55%
outside group, eg. church, YMCA	3	0	0	3	0.90%	1	0	1	1	3	0.44%	6	0.59%
<b>2a. Have you participated in any class activities (such as class discussions, mock elections, attending city council meetings) that helped you explore how our country is governed (nationally, statewide, or locally)?</b>													
yes	72	105	7	184	55.42%	177	68	54	144	443	64.48%	627	61.53%
no	38	101	2	141	42.47%	33	29	79	81	222	32.31%	363	35.62%
blank	0	6	0	6	1.81%	2	2	7	7	18	2.62%	24	2.36%
other	1	0	0	1	0.30%	1	2	1	0	4	0.58%	5	0.49%
<i>subtotals</i>	<i>111</i>	<i>212</i>	<i>9</i>	<i>332</i>	<i>100.00%</i>	<i>213</i>	<i>101</i>	<i>141</i>	<i>232</i>	<i>687</i>	<i>100.00%</i>	<i>1,019</i>	<i>100.00%</i>
<b>2b. If yes, what were the activities?</b>													
<i>actually do something</i>					<i>2.41%</i>						<i>10.77%</i>		<i>8.05%</i>
community service project	0	0	0	0	0.00%	55	0	0	0	55	8.01%	55	5.40%
student government	1	3	0	4	1.20%	0	0	7	4	11	1.60%	15	1.47%
protest	0	1	0	1	0.30%	0	1	1	0	2	0.29%	3	0.29%
school site council member	0	0	0	0	0.00%	0	0	2	0	2	0.29%	2	0.20%
started a club at school	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
petition	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
advocacy/lobbying	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
took polls	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
fund raising	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
political posters	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
<i>meet/see real live stuff</i>					<i>12.65%</i>						<i>9.02%</i>		<i>10.21%</i>
attend gov't mtgs, e.g. City Council	7	16	1	24	7.23%	2	1	3	9	15	2.18%	39	3.83%
trip to D.C./Wash close up	4	2	0	6	1.81%	0	0	0	25	25	3.64%	31	3.04%
follow current events	0	0	0	0	0.00%	3	6	0	2	11	1.60%	11	1.08%
attend public mtgs, e.g. PTSA	2	2	1	5	1.51%	0	0	0	3	3	0.44%	8	0.79%
meet elected officials	0	5	0	5	1.51%	0	0	0	1	1	0.15%	6	0.59%
trip to Sacramento	0	2	0	2	0.60%	0	0	2	1	3	0.44%	5	0.49%
Senate hearings	0	0	0	0	0.00%	3	0	0	0	3	0.44%	3	0.29%
guest speakers	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
<i>mock action</i>					<i>31.93%</i>						<i>21.11%</i>		<i>24.63%</i>
mock elections	41	18	3	62	18.67%	16	45	8	38	107	15.57%	169	16.58%
mock congress/simulated gov't	2	13	0	15	4.52%	10	1	4	12	27	3.93%	42	4.12%
mock trial	1	22	0	23	6.93%	1	0	2	6	9	1.31%	32	3.14%
model U.N.	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
filing out tax forms	0	2	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
citizenship test (given in class)	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
classroom plays/speech writing	0	0	0	0	0.00%	0	0	0	2	2	0.29%	2	0.20%
spoke at State Forum	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
<i>increase academic understanding</i>					<i>0.60%</i>						<i>1.46%</i>		<i>1.18%</i>
maps	0	0	0	0	0.00%	3	0	0	0	3	0.44%	3	0.29%
laws & how used	1	1	0	2	0.60%	0	0	0	1	1	0.15%	3	0.29%
constitutional research	0	0	0	0	0.00%	4	1	0	0	5	0.73%	5	0.49%
conference on slavery	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
<i>think/grapple with issues</i>													
class discussions/debates	40	42	4	86	25.90%	127	28	34	78	267	38.86%	353	34.64%
<b>2c. What would have made the activities more useful for you? Please describe.</b>													
hands on/actually getting involved	2	15	0	17	5.12%	6	0	4	7	17	2.47%	34	3.34%
things that would really help you later	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
greater frequency	6	9	0	15	4.52%	4	0	4	4	12	1.75%	27	2.65%
better organized	1	5	0	6	1.81%	5	0	2	4	11	1.60%	17	1.67%
projects more related to curr. events	3	1	0	4	1.20%	0	0	2	2	4	0.58%	8	0.79%
bigger role for students in organizing	3	0	0	3	0.90%	2	0	1	5	8	1.16%	11	1.08%
more class participation	0	0	0	0	0.00%	1	0	5	0	6	0.87%	6	0.59%
present our own points of view	0	0	0	0	0.00%	1	0	0	3	4	0.58%	4	0.39%
more minority students	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
discuss w/people w/opposing views	0	2	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%

**Appendix D**  
**Student Questionnaire Results**

	AHS	BHS	McG	all HS		AMS	Lngf	Wlrd	King	all MS		all schs	
<b>total questionnaires</b>	<b>111</b>	<b>212</b>	<b>9</b>	<b>332</b>		<b>213</b>	<b>101</b>	<b>141</b>	<b>232</b>	<b>687</b>		<b>1,019</b>	
more lively debates	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%
listen to debates, not be in them	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
meeting officials	1	1	1	3	0.90%	0	0	1	0	1	0.15%	4	0.39%
attend city meetings	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
prepare for non-school activities	1	1	0	2	0.60%	1	0	0	0	1	0.15%	3	0.29%
more information	2	0	0	2	0.60%	1	0	2	0	3	0.44%	5	0.49%
information more clearly presented	0	0	0	0	0.00%	0	0	1	1	2	0.29%	2	0.20%
wanted a mock trial	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
more about law	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
elections	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
lessons on making voters' choices	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
hearing election results	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
public speaking training	0	0	0	0	0.00%	0	0	1	1	2	0.29%	2	0.20%
Mock election needs follow-up	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
wanted a Mock Election	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
posters for Mock Election	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%
include 3rd parties on Mock Election	0	0	0	0	0.00%	0	2	0	0	2	0.29%	2	0.20%
make student gov't more important	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
role plays/skits	0	1	0	1	0.30%	0	1	1	0	2	0.29%	3	0.29%
more fun/less boring	1	0	0	1	0.30%	0	1	1	4	6	0.87%	7	0.69%
give rewards e.g. candy pizza	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
Internet use	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
use and discuss topics in textbooks	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
videos or movies	0	0	0	0	0.00%	0	0	1	1	2	0.29%	2	0.20%
talk to parents	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%
participate in Election Day	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
if 14 yr olds could have a real 1/2 vote	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
more time for research	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
learn good note taking skills	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
projs should not require artistic skill	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
service project should not be graded	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
if sports could be involved	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
cover street rights	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
fewer fights in school	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
<b>outside activities reported</b>													
YMCA - Youth in Gov't	3	4	0	7	2.11%	0	0	0	0	0	0.00%	7	0.69%
Common Ground - protest in Sacto	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
Common Ground - study communities	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
Common Ground - Comm. Garden	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
mom involved in Oakland elections	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
is an intern for Barbara Lee	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
served on a community board	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
Boys' State	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
Stanford summer pgm - Jr. Statesman	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
<b>3a. As a result of what you have learned about government and how it affects you, do you think that you are or will be an active citizen?</b>													
yes	75	143	5	223	67.17%	123	54	77	136	390	56.77%	613	60.16%
no	29	50	3	82	24.70%	71	29	40	69	209	30.42%	291	28.56%
blank	3	14	0	17	5.12%	13	8	14	17	52	7.57%	69	6.77%
other	4	5	1	10	3.01%	6	10	10	10	36	5.24%	46	4.51%
subtotals	111	212	9	332	100.00%	213	101	141	232	687	100.00%	1019	100.00%
<b>3b. If yes, please give one or more examples of what you have done or expect to do, such as voting or writing your representatives.</b>													
vote	56	127	4	187	56.33%	29	36	56	103	224	32.61%	411	40.33%
protest	10	19	0	29	8.73%	2	7	4	13	26	3.78%	55	5.40%
write elected officials	7	13	1	21	6.33%	0	2	6	16	24	3.49%	45	4.42%
write to newspapers	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
petition	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%
register voters	4	1	0	5	1.51%	0	0	1	1	2	0.29%	7	0.69%
inform other voters	3	0	0	3	0.90%	0	0	0	0	0	0.00%	3	0.29%
work at the polls	3	0	0	3	0.90%	0	0	0	0	0	0.00%	3	0.29%
help with campaigns	2	7	0	9	2.71%	0	0	1	2	3	0.44%	12	1.18%
give donations	0	0	0	0	0.00%	1	0	0	1	2	0.29%	2	0.20%
keep up on what's happening	7	7	0	14	4.22%	9	0	1	4	14	2.04%	28	2.75%

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follow legislation	1	2	0	3	0.90%	1	1	0	3	5	0.73%	8	0.79%
attend gov't mtgs	3	3	0	6	1.81%	0	0	0	1	1	0.15%	7	0.69%
get more educ. in politics	3	3	0	6	1.81%	6	2	2	5	15	2.18%	21	2.06%
appointed internat'l office	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
become a lobbyist	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
run for office	3	3	0	6	1.81%	3	0	3	2	8	1.16%	14	1.37%
promote causes	5	17	0	22	6.63%	2	9	4	8	23	3.35%	45	4.42%
support community	3	7	0	10	3.01%	1	2	6	5	14	2.04%	24	2.36%
volunteer	1	2	1	4	1.20%	2	2	1	1	6	0.87%	10	0.98%
create change	0	0	0	0	0.00%	0	1	0	2	3	0.44%	3	0.29%
help schools	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
exercize my rights	0	0	0	0	0.00%	5	0	0	0	5	0.73%	5	0.49%
obey the law	0	1	1	2	0.60%	2	0	4	0	6	0.87%	8	0.79%
pay taxes	1	3	1	5	1.51%	0	3	3	4	10	1.46%	15	1.47%
join the military	0	1	0	1	0.30%	0	0	1	0	1	0.15%	2	0.20%
go to college	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
work	0	0	1	1	0.30%	0	1	2	3	6	0.87%	7	0.69%
work for the gov't	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
be responsible	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
think critically	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
sue people	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
get wealthy	0	0	0	0	0.00%	0	0	0	2	2	0.29%	2	0.20%

**4a. Are there government or political process topics that were not covered that you would like to learn about?**

blank or don't know what	95	186	7	288	86.75%	137	93	119	168	517	75.25%	805	79.00%
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**4b. If yes, what are they?**

<i>total % for topics listed below</i>					15.36%						14.85%		15.01%
how politics REALLY works													
gov't officials	5	4	0	9	2.71%	0	1	4	4	9	1.31%	18	1.77%
what ambassadors do	1	1	0	2	0.60%	0	0	2	1	3	0.44%	5	0.49%
more about my rights	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
more about local gov't	1	3	0	4	1.20%	2	0	0	3	5	0.73%	9	0.88%
more about state gov't	0	2	0	2	0.60%	0	0	3	0	3	0.44%	5	0.49%
more about legis & exec branches	0	2	0	2	0.60%	1	0	2	0	3	0.44%	5	0.49%
more about the presidents	0	1	0	1	0.30%	1	1	3	1	6	0.87%	7	0.69%
more about the legal system	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
prisons	2	2	0	4	1.20%	0	0	4	6	10	1.46%	14	1.37%
foreign policy/relations	0	1	0	1	0.30%	0	0	1	0	1	0.15%	2	0.20%
other countries' systems of gov't	2	2	0	4	1.20%	1	0	0	1	2	0.29%	6	0.59%
street law	2	2	0	4	1.20%	10	0	0	0	10	1.46%	14	1.37%
campaign financing	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
why no universal health care	1	1	0	2	0.60%	0	0	1	0	1	0.15%	3	0.29%
division between rich & poor/corruption	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
female issues	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
how to register to vote	0	1	0	1	0.30%	0	0	1	1	2	0.29%	3	0.29%
how to assess candidates	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
better understanding of ballot measures	0	1	0	1	0.30%	0	1	0	2	3	0.44%	4	0.39%
impact of econ sys on gov't	0	1	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
current events	0	2	0	2	0.60%	2	0	0	0	2	0.29%	4	0.39%
gov't budget	2	0	0	2	0.60%	7	0	0	1	8	1.16%	10	0.98%
welfare	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
how gov't affects minorities	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
minorities at econ. disadvantage	0	0	1	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
go to a real trial	0	0	1	1	0.30%	0	0	0	1	1	0.15%	2	0.20%
electoral college	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
how Social Security works	0	0	0	0	0.00%	1	1	0	0	2	0.29%	2	0.20%
running for senator/president	0	0	0	0	0.00%	1	0	0	1	2	0.29%	2	0.20%
info on 3rd parties	0	0	0	0	0.00%	0	1	0	1	2	0.29%	2	0.20%
encourage voting	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%
how does a country agree on going to war	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%
how/when dual citizenship works	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%
taxes	0	0	0	0	0.00%	0	1	0	0	1	0.15%	1	0.10%



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**Student Questionnaire Results**

	AHS	BHS	McG	all HS		AMS	Lngf	Wlrd	King	all MS		all schs	
<b>total questionnaires</b>	<b>111</b>	<b>212</b>	<b>9</b>	<b>332</b>		<b>213</b>	<b>101</b>	<b>141</b>	<b>232</b>	<b>687</b>		<b>1,019</b>	
being informed, active citizen	17	30	0	47	14.16%	4	5	4	6	19	2.77%	66	6.48%
obey the law	9	6	2	17	5.12%	20	5	14	4	43	6.26%	60	5.89%
paying taxes	4	8	0	12	3.61%	8	3	1	1	13	1.89%	25	2.45%
taking indiv responsibility for actions	3	6	1	10	3.01%	1	0	0	0	1	0.15%	11	1.08%
respecting each other	6	4	0	10	3.01%	15	1	5	9	30	4.37%	40	3.93%
involved in community/service	3	7	0	10	3.01%	12	4	3	3	22	3.20%	32	3.14%
defend home & city	0	0	0	0	0.00%	0	0	0	1	1	0.15%	1	0.10%
fight injustice	7	1	1	9	2.71%	0	0	0	1	1	0.15%	10	0.98%
loyalty/patriotism	3	4	0	7	2.11%	5	3	5	1	14	2.04%	21	2.06%
getting an education	1	4	0	5	1.51%	2	0	0	2	4	0.58%	9	0.88%
holding officials accountable	1	2	0	3	0.90%	0	0	0	0	0	0.00%	3	0.29%
protecting oneself	1	1	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
don't litter	2	0	0	2	0.60%	1	0	0	1	2	0.29%	4	0.39%
public safety	1	0	0	1	0.30%	0	0	0	1	1	0.15%	2	0.20%
social welfare	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
respect the earth	0	0	0	0	0.00%	1	0	1	0	2	0.29%	2	0.20%
military service	0	0	0	0	0.00%	4	0	0	2	6	0.87%	6	0.59%
respect war	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
jury duty	0	0	0	0	0.00%	2	0	0	0	2	0.29%	2	0.20%
be employed	0	0	0	0	0.00%	3	0	0	0	3	0.44%	3	0.29%
become a citizen	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
protecting our rights	0	0	0	0	0.00%	0	0	2	0	2	0.29%	2	0.20%
voting	0	0	0	0	0.00%	0	0	1	1	2	0.29%	2	0.20%
<b>5b. Has your schooling prepared you to meet these rights and exercise these responsibilities?</b>													
blank	3	34	0	37	11.14%	12	10	14	39	75	10.92%	112	10.99%
yes/no reason	10	36	1	47	14.16%	56	28	13	32	129	18.78%	176	17.27%
yes/good teaching, good activities	55	80	4	139	41.87%	67	29	53	78	227	33.04%	366	35.92%
yes/but family too	0	5	0	5	1.51%	3	1	2	3	9	1.31%	14	1.37%
yes/school service project	0	0	0	0	0.00%	10	0	0	0	10	1.46%	10	0.98%
yes/and being aware of what's going on	3	3	0	6	1.81%	1	0	0	0	1	0.15%	7	0.69%
yes/but only somewhat	0	0	0	0	0.00%	0	0	1	5	6	0.87%	6	0.59%
yes/but outside school too	3	1	0	4	1.20%	0	0	0	1	1	0.15%	5	0.49%
yes/learned punctuality/discipline	1	0	0	1	0.30%	3	0	0	1	4	0.58%	5	0.49%
yes/school elections (club)	0	0	0	0	0.00%	0	0	1	1	2	0.29%	2	0.20%
no/no reason given	8	23	0	31	9.34%	53	22	20	32	127	18.49%	158	15.51%
no/poor teaching	3	4	2	9	2.71%	13	5	10	11	39	5.68%	48	4.71%
no/didn't learn enough, need more info	6	3	0	9	2.71%	2	0	4	7	13	1.89%	22	2.16%
no/school doesn't tell all sides	2	4	0	6	1.81%	0	0	0	0	0	0.00%	6	0.59%
no/have learned on my own	0	4	0	4	1.20%	6	0	2	5	13	1.89%	17	1.67%
no/you learn by doing, more hands on	2	1	0	3	0.90%	2	0	0	0	2	0.29%	5	0.49%
no/wasn't listening/didn't do classwork	1	1	1	3	0.90%	1	1	0	0	2	0.29%	5	0.49%
no/more info on how to improve things	2	0	0	2	0.60%	0	0	0	0	0	0.00%	2	0.20%
no/more speakers or field trips	2	0	0	2	0.60%	1	0	0	0	1	0.15%	3	0.29%
no/need more time	1	0	0	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
no/it's yours not the schools' job	0	0	1	1	0.30%	0	0	0	0	0	0.00%	1	0.10%
no/no free press w/school newspaper	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
no/kids can't vote	0	0	0	0	0.00%	1	0	0	1	2	0.29%	2	0.20%
no/more relevant projects	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
no/should teach more than just voting	0	0	0	0	0.00%	2	0	0	0	2	0.29%	2	0.20%
no/family, NOT school	0	0	0	0	0.00%	0	0	1	0	1	0.15%	1	0.10%
no/movies	0	0	0	0	0.00%	1	0	0	0	1	0.15%	1	0.10%
suggestion: special class for immigrants	1												

# Appendix E

**Emery Secondary School**  
1100 47th Street  
Emeryville, California 94608

**Dr. Mark Miller, Principal**  
(510) 601- 4963  
(510) 601- 4988 FAX  
www.emeryusd.k12.ca.us

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## RECORD OF COMMUNITY SERVICE REQUIREMENT

Location of  
Community  
Service \_\_\_\_\_

Title/Position \_\_\_\_\_

Type of Work Performed \_\_\_\_\_

Supervisor \_\_\_\_\_

Beneficiary \_\_\_\_\_

Inclusive dates of service \_\_\_\_\_ Begin Date \_\_\_\_\_

End Date \_\_\_\_\_

Total number of hours worked: \_\_\_\_\_

I certify that the above named student did complete the number of hours listed here, at the stated job. The student performed their duties responsibly and satisfactorily. I believe that the student gained and learned from their experience, as did the beneficiaries.

I recommend that this student be given community service credit for their endeavor.

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

I certify that I did complete the job described above for the hours stated. I believed that I have learned and benefited from this experience.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## **Appendix F**

### **LWVBAE Position Statement**

(Adopted at the LWVBAE Annual Meeting, May 17, 2006)

LWVBAE supports civics instruction as a priority in the K-12 public schools and school efforts to prepare all students to be informed, active citizens. Basic civic knowledge and skills should be taught at least by the end of the 8<sup>th</sup> grade.

LWVBAE supports civics instruction with components that:

- A. motivate students to participate in civic life as informed, active citizens;
- B. accompany academic learning with practical experience;
- C. train students to use critical thinking skills to identify and evaluate propaganda (written, spoken, visual); distinguish fact from opinion and belief; and verify assertion;
- D. teach students how to follow issues and legislation, and how to monitor elected officials;
- E. present all sides of an issue fairly and impartially in the classroom;
- F. support a higher priority for the assessment of civics instruction.

To accomplish the above, LWVBAE supports:

- A. using a variety of curricula and resources to make active citizenship teachable to students, whatever their background or literacy level;
- B. providing in-service training in effective techniques for imparting civics knowledge and skills at both elementary and secondary levels.