

Public Service Practicum

Curriculum Guide



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FOREWARD

The Public Service Concept requires the integration of general education with career education and academic education with vocational education. In this instance, the career cluster concept is aimed at the development of skills and understanding that relates to the personal and public service occupations field. The internship experience is related to the students' career interests, development of acceptable job attitudes and facilitation of student involvement in the working world. As a result of this experience, helping students develop the competencies required to succeed as a wage earner in public service employment becomes one of the clear and primary objectives of the Practicum.

The "Public Service Practicum Guide" was developed (1976) during the four-year evolution of the Public Service Practicum at Elk Grove High School in Township District 214 with additional data obtained from other schools and public service occupations throughout Illinois. Although the curriculum guide is designed as a one-year course for juniors and seniors, it can be adapted as a one-semester course offering.

The original Public Service Practicum Curriculum Guide was developed in cooperation with the Illinois Office of Education/Department of Adult, Vocational and Technical Education/Research and Development Section. Opinions expressed in this Public Service Practicum Curriculum Guide do not reflect, nor should they be construed as policy or opinion of the State Board of Education/Illinois Office of Education or its staff. The following individuals deserve special recognition for their outstanding contributions: Mr. Richard Chierico, project director, and Mr. Edward Murname, Mr. George Ergang, Mr. William Jackson, Mr. Doug Donoho and Mr. Richard Hemme, project consultants.

The modified Public Service Practicum Curriculum Guide that follows borrows heavily from the original design. Throughout the Practicum's thirty-three year history, modifications have been made to the Public Service Practicum Curriculum Guide in order to reflect changes to the concept. These changes were the result of the various teacher/coordinators who adjusted the concept to fit the times. The intent of this publication is to share information so others who are interested in establishing quality learning programs for their students, school, and community, may benefit.

ABSTRACT

Public Service careers are those concerned with the functions necessary to provide services to the public. They include occupations that are unique to government and similar services in business and industry: e.g., forester, police, officer, librarian, urban planner, labor relations manager, agricultural, architect, etc.

The Public Service Practicum Curriculum Guide is intended to assist social science and occupational teachers in the areas of public service and its related occupations to develop, implement, and operate an internship program. This approach creates interaction among instructors and encourages the interchange of ideas and sharing of resources. The guide is designed for use in all schools in rural, suburban, or urban settings.

The Public Service Practicum program at Elk Grove High School District 214 was developed as a combination internship/cooperative vocational education program. It should be noted that the program was designed utilizing many of the same components characteristic of a cooperative vocational education program. The Guide is flexible in its design and applicable for cooperative vocational education programs, internship programs and infusion experiences in to the regular classroom instruction.

The Curriculum Guide is divided into four sections. The first section provides information as to the need for including public service internships in the curriculum of all high schools. Suggestions for developing a public service internship program are provided in section two.

One of the purposes of the Practicum is to combine instruction with a community experience in order to provide students with the opportunity to develop an awareness of the competencies needed for employment in the various public service occupations. To achieve this goal, section three contains a variety of curriculum and instruction models for consideration. Section four contains information including annual reports, student testimonials, news articles, and video highlighting specific service projects.

The information that is assembled is intended for social science and occupational teachers in the areas of public service and related occupations to separate the material into specialized areas. This will also allow teachers to devise their own materials according to the particular school and community that will be participating in the student internship experience.

DESCRIPTION

Public Service Practicum

The Public Service Practicum has been developed in recognition of the need to focus on occupations in public service.

The academic part of the course is concerned with a study of some of the people in government who make important political decisions and some people who do not work for government but who influence government policies and decisions. The community experience part of the course consists of placing students in various governmental and non-governmental positions of public service, such as:

- Elk Grove Villager Manager
- Elk Grove Village Fire Department
- Elk Grove Village Police Intern
- Building and Zone Intern
- Health Department Intern
- State Representative Intern, Third District
- Park District Intern
- Cook County Clerk of the Court Intern
- State of Illinois, Consumer Protection Division Intern
- Lawyer Intern

Program Delivery

The curriculum is composed of a course philosophy, course outline, general readings, specific readings for each public service area, and training plans for each public service area.

Students are taught by a teacher-coordinator with a social science background. There is a group instruction and individual instruction for each public service area. After the first two weeks of the semester, the student spends one day per week in class for instruction and between 6-8 hours per week in their public service area.

Section I

The Need for Public Service Internships

In high school, students have a choice in the courses they will take. As a result, their decisions greatly affect their choice of a career. A person's career choice affects their whole life. It affects the way they live, the way they think, the goals they set for themselves and their family. In addition, approximately eight hours of every working day for the next thirty, forty, or fifty years will be spent on the job.

What choices in careers area available to high school students? There are thousands of professional and non-professional options available. One career area that is neglected in our schools is public service. Yet, "With more than 1.8 million civilian employees, the Federal Government, excluding the Postal Service is the Nation's largest employer."*Such statistics indicate the need for high school students to be provided information on the kinds of public service job opportunities in suburban, rural and city areas. The elected and appointed people working in public service occupations influence the quality of life in rural America like the suburbs and city. As a result, high school students should be provided with internship experiences utilizing the many and varied public service resources of a local community, which can help students, become aware of available opportunities in public service occupations.

Table I, which follow, illustrate some public service internships and some related jobs available to students in a suburban school district. Research in Illinois has revealed some potential public service internships and jobs appropriate (but not commonly recognized) for different areas of the State (See Table II). In addition, Section Four of the guide has an as an example of public service jobs listed by educational job description, and related employment.

***Basic Data:** Bureau of Labor Statistics, U.S. Department of Labor, *Career Guide to Industries, 2008-09 Edition*, Federal Government, Excluding the Postal Service, on the Internet at <http://www.bls.gov/oco/cg/cgs041.htm> (visited February 07, 2009).

Table I
Suburban High School Public Service Internships

<u>Internships in Public Service</u>	<u>Some Public Service Jobs After High School</u>
Village Manager	City Manager, Administrative Manager, Urban Planner, City Engineer, Professional Politician, Public Relations
Village Trustee, State Representative, State Senator, and U.S Representative	Professional Politician, College Teaching of Political and Social Science, Lawyer, Law Enforcement or Corrections Officer, Political Journalism
Village Fire Department	Fire Fighter, Fire and Safety Inspector, Emergency Medical Technician, Security Guard, and Fire Protection Engineers
Village Community Service	Social Worker, Sociologist, Social Group Worker, Social Pathologist, Social Psychologist, Caseworker and Child Psychologist
Village Health Department	Urban Planner, Public Health Specialist, Health Physicist, Public Health Nurse, Food and Drug Inspector
Village Finance Director	Accounting, Bank Examiner and Internal Revenue Service Agent, Computer Programmer, Auditor, Systems Analyst and Controller
Park District	Recreation Director, Recreation Leader, Physical Education Instructor, Teacher, Physical Therapist, Coach, Athletic Trainer, Event Planner

Township	Professional Politician, Assessor, Social Worker, Child Day-Care Worker, Township Clerk, Accountant, Administrative Manger
Public Library	Professional Librarian, Youth-Services Librarian, Adult-Services, Public Relations
Law related Careers: Police States Attorney, Clerk of the Court, Lawyer, Consumer Protection Division	FBI Agent, DEA Agent, Border Patrol Agent, Forensics, Food and Drug Inspector, Lawyer, Bailiff, Court Reporter, Correction Officer, Immigration, Detective, Legal Secretary and Probation Officer

Table II
Potential Public Service Internships

Professional Forest Service Management

Nonprofessional Forest Services Management

Soil Conservationists

Horticulture

Agronomy

Developing successful internship experiences for students can be accomplished regardless of the size of the school or community. In all situations, the curriculum must be tailored to each environment in order to best serve the student. Whereas urban areas have many public service jobs in human and social services (urban planner, sanitarian, child day care worker), rural areas have many jobs in environment resources (land use, water use, ecology, etc.). Suburban areas have some of the same urban and rural job classifications mentioned above. In addition, all three areas offer many governmental and non-governmental public service jobs. (Refer to Tables I and II and Section Four for specific jobs).

History has shown that many students from rural, suburban, and city schools leave their communities after graduation to seek educational or occupational opportunities elsewhere. As a result, serving an internship in the public service occupations where one out of six people are employed can enhance the students' total educational experience. In addition, the student may be motivated to return back to their communities in order to play a significant role in the future.

Public Service Is A Career For You

We live in an age of government. More and more, our society is turning to the legislative, executive, and judicial branches of government for solutions to problems. Whether that's good or bad is debatable. The fact is, however, that we do not train our young people to aspire to careers in public service and thus, we end up with politicians-turned- public servants who may or may not be capable of responding to the needs of the citizens. The purpose of the Public Service Practicum is to introduce students to careers in public service, provide them with an opportunity to get a close look at the various public service careers, and in the end, produce capable and honest public servants.

It is doubtful that many students realize how many public service participants they see everyday, and in many cases, how much actual contact they have with the public servants. The teacher obviously is one with whom a great deal of contact is possible. Others include the librarian and staff, postal workers, police officer and firefighter, sanitation worker, forester, soil conservationist, and the many elected officials at a variety of different levels (city, village, township, county, state and federal) of government.

While the number of public service opportunities is surprisingly high, even more surprising are the sharp contrasts that exist among public service professions. The glamour, for example of Illinois Senator Dan Kotowski (33rd District) or Illinois House Representative Peter Roskam (6th Congressional District), is contrasted with the tedium of the school board member or the library board member. The low public esteem of the sanitation worker is contrasted with the life-saving image of the paramedic.

This contrast is important for the student to experience for a variety of reasons. For one, the student can see the various occupations working in concert with one another so that a community can function properly. Secondly, the understanding of how a community functions can lead to more awareness of the role the citizen plays in this process. The ultimate goal of gaining this understanding would be for the student to become an active participant in the process sooner, rather than later.

As with most occupations, many people end up in the public service careers because the “jobs are there.” But in other cases, there are three very significant reasons why a person would pursue a career in public service:

- Financial reward;
- Personal satisfaction;
- Ego gratification.

Although not all public service occupations have exceptionally high financial rewards, there are many positions with the federal and state governments that do pay substantially higher than do private sector jobs and, with the benefits of civil service protection and no obligation to participate in the Social Security program, the attractions of a job in public service are tempting.

Personal satisfaction that results from a feeling of trying to make a community a better place to live is the motivating force behind thousands of public service participants. While the librarian and staff may have trained and studied for years to earn their positions, the library board members devote countless hours – for no pay—after their normal working day.

The library board member or school board member, does not (in most cases) earn the recognition that frequently is bestowed upon other elected or appointed officials. His or her neighbors may be unaware of the board member’s involvement.

The news media rarely pays much positive attention to these public servants; yet, they spend as much time, if not more, than others in more glamorous positions.

It is at the upper levels of public service positions that ego gratification becomes a major factor for continuing the pursuit of the occupation. Senators, Representatives, Mayors and many high-level appointed public servants rarely serve for financial benefits (although they can be high) because many of them have far surpassed the public service salary in their civilian occupations. The Mayor of Elk Grove, for example, earns about \$10,000 a year. This salary does not compare to the salary earned in his/her non-government position. The personal satisfaction that leads many high level positions but is frequently overshadowed by the public servant’s conviction that he or she has the best solutions to the problems and thus is the person best able to make the community a better place in which to live.

Section II

Suggestions For Developing A Public Service Internship Program

All schools are different and each one is unique. Every school is beset with problems; yet, every school has positive attributes. Much of the research for this Curriculum Guide was conducted in the mid-70's by visiting throughout Illinois suburban, rural and city schools and their communities. As a result of conversations with school personnel and public service officials, as well as the information gathered from the school districts and local communities, it was evident back then that a Public Service Practicum program could be developed for any school district, irrespective of its size or geographic location.

The Elk Grove High School Public Service Practicum was developed utilizing the resources of a particular suburban community 25 miles northwest of the City of Chicago with a high school population of approximately 2,4000 students. However, the practicum program, as a concept, is flexible and can be modified to suit other schools. Therefore, to be successful, the practicum must be tailored to each school's curriculum and the public service resources of the local community. A step-by-step process for developing a practicum program follows:

I. You begin with a practicum philosophy that would indicate the focus of the course instruction and the kinds of community experiences (internships, field experience, guest speakers, volunteer community service) you want to make available to students. The Elk Grove High School philosophy that follows represents the views of the three former Teacher-Coordinators (Richard Chierico Dick Penley, and Jim Arey) of the program and the particular community in which the internships were developed.

Public Service Practicum Philosophy

When students enter school they are taking the first step toward a career – a field of work for which a person is specially suited or trained. For example, he or she learns how to read to work with other people, and to communicate – skills that are essential parts of almost any job.

In high school, students have a choice in the courses they will take. As a result, their decisions will greatly affect their choice of a career. A person's career will probably affect his or her whole life. It will affect the way he or she lives, the way he or she thinks, the goals he or she sets for himself or herself and his or her family. In addition, approximately eight hours of every working day for the next thirty, forty, or fifty year will be spent on the job.

What choices in careers are available to high school students? There are thousands of professional and nonprofessional careers available to young people. However, one career area that is neglected in our schools is public service. For, we live in an age of government, whereby more and more, our society is turning to legislative, executive, and judicial branches of government for solutions to problems which are beyond the capacity of the private sector to solve. Given this situation, society can ill afford public mistrust of government. Yet, suspicion of government and public officials is substantial. As a result, a means for changing this image of public service is of a fundamental concern. Therefore, we believe high school students should be given the opportunity to pursue a career in public service with the emphasis on the idea that government officials should, and can, rule by the force of their example. Furthermore, students should be provided with a basis for understanding some of the major issues in society, a reasonable means for resolving them, and an opportunity to take action to be the difference in the world they ultimately will inherit.

The academic part of the course will be concerned with a study of some of the people in government who make important political decisions, and about some people who do not work in government but who influence government policies and decisions. In addition, we will also provide examples of how to incorporate Service Learning concepts within the curriculum model that can enhance the acquisition of knowledge and skills. More importantly, influence student attitudes regarding their role as citizens in this changing global society.

In addition, we will try to provide some answers to questions like these: What is influence? Who has influence? Who is subject to influence? How does influence work? What is self-maintenance? What types of people become governmental leaders? How do they become leaders? What kinds of decisions do political leaders make and what are the factors that influence their decisions? In addition, what issues face our local community? What is my role as a citizen? How can I make a difference today?

What is my role as a citizen?

Many young people are confused about their rights and responsibilities. They do not understand that the law will affect almost every aspect of their life from the recording of their birth certificate to the filing of their death certificate. This lack of understanding often leads to conflict with the government and, certain laws which young people feel are unfair or unnecessary. We cannot eliminate the disagreements, but we can manage them so order can remain. Therefore, if students know that our system of government provides a political process to legally change laws with which they disagree, then they have an alternative to breaking those laws and suffering the consequences.

What we need are people willing to face the problems of society honestly and work for the solutions to those problems. What we need are leaders of the community who have the confidence of the people and the will and desire to solve the community's problems. Their leadership must be responsible, committed, and effective. What we need are young people desirous of pursuing a career in public service so that some day, they, as public officials, will be able to effectively and efficiently operate our country's governmental affairs.

The community experience part of the course will consist of placing students in various governmental and non-governmental positions of public service, such as:

- Elk Grove Village Manager Intern
- Elk Grove Village Trustee Intern
- Elk Grove Village Finance Director Intern
- Elk Grove Village Fire Department Intern
- Elk Grove Village Police Department Intern
- Elk Grove Village Building and Zoning Intern
- Elk Grove Village Community Services Intern
- Elk Grove Park District Intern
- Elk Grove Village Library Administrative Intern
- Elk Grove Township Intern
- State Representative Intern
- Lawyer Intern

Cook County Clerk of Court Intern

The community experience is based on the view that the day-to-day workings of government are best understood by looking at the differences of opinion and interest that exist within the government and the public, at the issues that arise out of these differences, and the ways institutions function to resolve them.

In addition to the internship opportunities, students can also take an active role in their communities by participating in volunteer service projects, such as:

- Low maintenance home repair for older adults
- Food drives
- Blood drives
- American Cancer Society Relay for Life
- Teens Against Tobacco Use
- Safe driving campaigns
- Care packages for U.S. soldiers
- Shelter volunteers
- Buddies for at-risk youth
- Teacher aides
- Environmental issues
- Equity in education issue
- O'Hare Airport Expansion

For your review, a comprehensive list (**See Annual Reports**) has been included for your review detailing the activity, action, and result. The combination of non-paid internships, field experiences, and volunteer community service projects all combine to make the practicum experience truly unique at Elk Grove High School. Having said that, let the body of the work, as well as those who have participated in this community (testimonials) speak for themselves.

The beauty of this model is that it can be modified to fit your particular school and community. Thus, the Public Service Practicum concept does not have to be an added class to the curriculum. It can involve the modification of existing classes, and infusing the basic concept into the present curriculum. For example, student internship experience can serve as enrichment in a particular course. This

experience can be part of the regular school schedule, after school, or weekend experience as agreed to by the various parties involved in the experience.

The infusion of the public service practicum concept into the regular subject matter can be accomplished by the following examples:

Practicum Experience

General Course Offerings

Firefighter

Science
Math
Physical Education
Family Living
Foreign Language

Public Works

Business
Economics
Industrial Arts
Math

Recreation and Related Careers

English
Arts
Music
Journalism
Physical Education
Business

Soil Conservation

Biology
English
Geometry
Architectural Drawing

Course Outlines

After developing a philosophy, a course outline must be developed. The Elk Grove High School Outline that follows, represent a particular school and community. It should be modified to fit the needs of each individual school and community. The outline serves as a guide. It is significant to point out that herein the emphasis will be on understanding political behavior as a form of human behavior that includes all human activities. Human behavior is eating, sleeping, working, studying, attending church, voting, participating in elections, signing petitions, and many other things people do. Political behavior is the means for solving basic human problems.*

*Howard D. Mehlinger and John J. Patrick, American Political Behavior, (Lexington, Massachusetts: Ginn and Company) p.2.

Public Service Practicum Course Outline

The following are a variety of course outlines that have been modified throughout the years at Elk Grove High School as a result of changes to school culture and philosophy, coordinator turnover, and educational movements that have occurred throughout the 32 year history of the program.

Public Service Course Outline

I. Political Terms

- A. Influence
- B. Power
- C. Authority
- D. Decision-making
- E. Policy-making
- F. Politics
- G. Interest
- H. Interest Groups
- I. Political Party
- J. Legitimacy

II. Tasks of a Political Organization

- A. Control of decision-making
- B. Self-maintenance
 - 1. Resolution of internal conflict
 - 2. Recruitment
 - 3. Co-optation
 - 4. Rewards and punishment
 - 5. Communications
 - 6. Housekeeping

III. Bases of Influence in a Community

- A. Press/Media
- B. Civic Organizations
- C. Business Community
- D. Ethic groups
- E. Labor
- F. Church
- G. Government
- H. Parties
- I. Agriculture
- J. Professional Organizations

IV. Elk Grove Village Government

- A. History of village government
- B. History of Elk Grove Village government
- C. Powers of village government
- D. Planning
- E. Citizens Participation
 - 1. Boards
 - 2. Commissions
- F. Village administration
- G. Village Clerk

V. Elk Grove Township

VI. City Government and Metropolitan Area

VII. Elk Grove Public Library

VIII. Elk Grove Park District

- IX. Role of the State Legislator
- X. Lawyer
- XI. Clerk of the Court
- XII. Role of Cook County State's Attorney
- XIII. Attorney General of Illinois – Consumer Protection Division
- XIV. The Chicago Crime Commission
- XV. Role of Number of U.S. House Representatives
 - A. District Activity
 1. Meeting with local public officials
 2. Attend speeches to community groups
 3. Attend meetings of political party organization
 4. Re-election activities
 5. Visit federal agencies and commissions in the Chicago area
 6. Meet with constituents who request interviews
 7. Meet with various individuals or groups regarding legislation
 8. Work on bills sponsored by the member of the U.S. House of Representatives
 - B. Washington, D.C. Activity
 1. Attend committee hearings
 2. Attend House of Representative and Senate Sessions
 3. Work with the Congressional staff on legislation, press releases,
 4. Research areas of special concern for the district
- XVI. Government Affairs, Public Relations, and Political Consulting

Student Evaluation

Upon the completion of the course outline, a student evaluation form should be developed. The purpose of the evaluation is:

1. To help the student-learner identify his/her weaknesses and improve.
2. To assist the coordinator in selecting of material for instruction.
3. To assist the public service person in determining the status of the student-trainee.

The Elk Grove High School evaluation form that follows represents the form used for a particular school and community and should be modified to meet the needs of other schools and communities:

Public Service Practicum Evaluation

COORDINATOR:

NAME: _____ DATE: _____

TRAINING STATION: _____

The purpose of this evaluation sheet is to accomplish the following:

- To help the student-learner know his or her strengths and areas of change;
- To assist the coordinator in the selection of material for instruction;
- To assist the public service person in determining the status of the student/trainee.

Instructions: Circle the number which best describes the student. If you feel that the rating should be between two numbers, circle both numbers. The numbers after each question correspond to the following ratings:

- 6** - Does not apply
- 5** - Outstanding
- 4** - Above average
- 3** - Average
- 2** - Below Average
- 1** - Unsatisfactory

1. **PERSONAL IMPRESSION:** Is the student consistently neat and clean or personally well-groomed for the standards of the public service stations?

1 2 3 4 5 6

2. **PERSONAL DISPOSITION AND TEMPERMENT:** Through the eyes of the other public service workers, is the student friendly, considerate, well-liked, helpful and cooperative?

1 2 3 4 5 6

3. **ATTITUDE TOWARD PUBLIC SERVICE STATION:** Is the student enthusiastic, loyal, interested? Does the student have a positive outlook on public service and its importance in life?

1 2 3 4 5 6

4. ABILITY TO LEARN: Does the student learn and adapt to new duties and ideas quickly?

1 2 3 4 5 6

5. RELIABILITY: Can the student be counted on when needed? Is an assignment usually carried out properly?

1 2 3 4 5 6

6. QUALITY OF WORK: Does the student maintain the standards desired by the public service station and take pride in a job well done?

1 2 3 4 5 6

7. ATTENDANCE AND PUNCTUALITY: Can the student be depended upon to be at the public service station on time? If absent, does the individual always call in to report? Are the reasons for absence justifiable?

1 2 3 4 5 6

8. AUTHORITY AND FEEDBACK: Does the student respect the authority of a supervisor and not resent taking orders or criticism?

1 2 3 4 5 6

9. OVERALL RATING: After considering all the previous factors and opinions, indicate your overall rating of this student:

1 2 3 4 5 6

The space below is provided for any additional comments.

Public Service Trainer's Signature

With your Public Service Practicum philosophy, outline, and evaluation form completed, the following should occur:

- A. Request assistance from the Illinois Office of Education's Department of Adult Vocational and Technical Education in the development of a separate practicum program of the infusion of internships into the curriculum.
- B. Write the Illinois Department of Labor to learn of the state requirements for a Public Service Practicum program. (Refer to the following sample letter.)

Sample:

Illinois Department of Labor
910 South Michigan
Chicago, Illinois 60605

Dear Department of Labor:

As teacher and coordinator of the Public Service Practicum, I would like a letter of approval for the program as it relates to Illinois Labor Statutes. In my opinion, the students are classified as student learner and not employees under the meaning of the Fair Labor Standards Act. For your information, I am enclosing the following material:

Course Philosophy
Practicum Program Agreement
Practicum Brochure
Certificate of Insurance

The students' internship is designed to provide a learning experience and not to displace regular employees. The student interns are placed two days per week (not to exceed eight hours per week) in their public service area of interest. In some instances, a student serves one-day per-week in one placement and the second day at another internship.

Some features of the program are:

- (1) The public service person that provides the internship experience usually derives no immediate advantage from the activities of the students, and on occasions, his or her operations may actually be impeded.
- (2) The students are not necessarily entitled to a job at the conclusion of the internship.
- (3) The public service person and the students understand that the students are not entitled to wages for the time spent in the internship. Many of the students drive their own automobile and pay for their gasoline.
- (4) The training, even though it includes actual operation of the facilities of the public service person, is similar to that which would be given in a vocational school or high school.
- (5) The training is for the benefit of the trainee or student.
- (6) The trainees or students do not displace regular employees, but work under their close supervision.
- (7) Students participating in the program are covered by the accident insurance available through their high school district or by a policy of their own choice.

If you have any questions, please contact me at _____.

Thank you for your time and consideration in this matter.

Very truly yours,

Teacher-Coordinator

- C. Contact key people among the public service occupations, businesses, school, labor unions, and community service organizations in your area for their support of the program.
- D. With the above contacts made, appoint an advisory council to review the philosophy, outline and evaluation for of the practicum.
- E. Make a public service occupation survey to determine the number and types of training stations available. This information can be obtained from the following sources:
- Occupational Outlook Handbook
 - Telephone Directory
 - Chamber of Commerce
 - Community Service Organizations
- F. Make personal contact with the people of the public service occupations to discuss their participation in the program. During your conversation with the Public service people, ask for a job description materials and any other information that will assist you in writing an outline for that occupation, as well as a training plan. The training plan serves as a guide for the student, public service person, and coordinator with regard to organizing instruction and correlating the classroom learning the student is to receive with the experience at the public service stations. An example of the training plan for a State Representative or State Senator follows:

Training Plan

Instructor/Coordinator:

Career Performance Objective: The student will demonstrate those skills of a State Representative and/or State Senator.

Training Station: **State Representative**

1. The student will complete each of the following:
 - a. Form indicating the student has taken or is presently enrolled in the Public Service Practicum.
 - b. An application for legislative intern.
 - c. Work permit in the event of employment
 - d. State income tax form in the event of employment.
 - e. Federal income tax form in the even of employment.
 - f. Application for social security number.
 - g. Student employment card.
2. The student will write a letter of application for an interview with the State Representative and/or State Senator.
3. The student will write a resume to accompany a letter of job application.
4. The student will have an interview with the State Representative and/or State Senator.
5. The student will demonstrate proper dress requirements.
6. The student will learn methods of administering the office of State Representative and/or State Senator.
7. The student will be presented information on the advantages and disadvantages of State Representative's and/or State Senator's office.
8. The student will become aware of the function of the State Representative's and/or State Senator's office.
9. The student will be able to describe politics as the whole process by which public policies are determined and public affairs conducted.
10. The student will maintain a notebook of training station activities, experiences, and reflections.

- G Determine whether the individual internships have public service occupations in proximity of the school, so that students can travel to the training station from school and home without difficulty. If not, consideration should be given to transportation item in the budget consistent with other vocational programs in that school or area.
- H. Consult with the Department of Adult Vocational and Technical Education to see if the practicum program or individual internships meet the requirements for reimbursements under the personal and public service sectors.
- I. Develop budget estimate (teacher time, materials, transportation) for the program and/or individual internships to be infused into the regular course offerings. In scheduling, consideration should be given for the teacher/coordinator to use preparation and supervision time for coordinating the program or internship experience, e.g. lunch, preparation, and supervision time to be consecutive periods.
- J. Develop a Public Service Practicum program agreement that is to be signed by the student, parent or guardian, public service instructor, teacher-coordinator, and principal. A sample **Community Resource Agreement** follows:

Community Resource Agreement

1. This course is designed to operate for a one-year period (for seniors) or a two-year period (for juniors) with a minimum of six to eight hours per week of experience training in the public service area.
2. The learning activities of the student-learner shall comply with the necessary federal, state, and local laws and regulations.
3. A schedule of processes to be learned in the public service area shall be agreed upon by the coordinator and the public service trainer.
4. The student-learner shall be rotated in the public service area through those phases of training necessary to make him/her proficient in the public service area.
5. All parties shall agree that when the student leaves the school building he/she assumes all of the duties, rights, and responsibilities of a free agent.
6. There shall be a three-week period at the beginning of the student-learners training which shall be considered a probationary period. The public service-trainer and coordinator may, at any time during the training period, discontinue training if it is in the best interest of all parties concerned. After probationary period a two-week notice of public service the coordinator or the trainer shall give termination, if the trainee is unsatisfactory, unless there is a valid reason for immediate termination of training.
7. Transportation from the school to the public service station is the responsibility of the student, who together with his/her parents and or guardians, assumes all responsibility, accountability, and liability for any and all acts arising out of the operation of motor vehicle and/or public transportation.

8. If at any time the parents or guardian of the student-learner have any questions concerning the public service experience, they are to contact the coordinator rather than the training station.

9. The public service station will allow the teacher-coordinator representing the student-learner to make periodic calls at the employer's place of business for the purpose of observing the progress of the student, and the public service trainer shall agree to evaluate the student at least four times during the school year in order to assist the teacher-coordinator in his /her assessment of student progress.

- K. Determine if the teacher/coordinator of the practicum program and/or internship has the required professional and technical training. The Illinois Office of Education/Department of Adult, Vocational and Technical Education should be contacted about any revisions in the law.

- L. A public service practicum coordinator must be meet the following qualifications:

(Check with current administrative requirements regarding certification)

- M. Publicize the Public Service Practicum and/or course offerings, which will provide internship experiences, so that the students and parents will be aware of the program and how it works.

- N. Inform faculty of your high school and the feeder schools of the program and how it works.

- O. Through the counseling services and teacher referrals, identify the students who would benefit from, and be interested in, the internship program.

- P. Interview the students as to their public service areas of interests and review the course philosophy, outline, and evaluation form with the student. If the student is interested in the program, complete the following form:

Application

Community Resource Program

Name:

Address:

Academic standing:

Attendance:

How do you consider your record as a student?

Father's Full Name

Occupation:

Phone:

Mother's Full Name

Occupation:

Phone:

Guardian Full Name

Occupation:

Phone:

Are you employed?

Employer's Name:

Address:

Phone:

Is your work schedule flexible?

What are your areas of interest?

Would you be able to provide your own transportation?

What are your extracurricular activities?

Present Schedule

Subject	Period	Room	Teacher
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		

Insurance (Check One)

It is strongly recommended that parents purchase a 24-hour insurance to cover their son/daughter at the community learning center. Insurance is available through the school at a nominal fee. The insurance, however, is optional and if you have your own coverage, you may elect not to purchase the school insurance.

----- I will purchase school insurance.

----- Insurance waiver

My current insurance company is _____

(Parent/Guardian Signature)

I approve of _____'s participation in an educational resource project.

Counselor

Teacher

Student

Parent

- Q. After the student indicates a public service area of interest, discuss the training plan with the student. The discussion should cover the training station and related occupations, job competencies, and expected student outcomes from the internship experience.
- R. Review with the public service person the students' interest in the occupation, the program's philosophy, outline, evaluation form, agreement, training plan and other related policies or procedures.
- S. Conduct an orientation session for the parents prior to the beginning of the student's internship experience. What follows is a sample letter that can be used inviting the parent or guardian to the school.

SAMPLE LETTER

Dear Parent or Guardian of

Your son/daughter is enrolled in the Public Service Practicum for this coming school year. This is a high school education program where your son/daughter will receive credit and experience from the public service working world outside of school. The Public Service Practicum is a unique secondary level course. In this program there are specific rules and regulations that must be adhered to during the course of the coming year.

We would like you to become more knowledgeable of the program and we are soliciting your support. Would it be possible for you to attend a short meeting, September _____, 20__, at _____ p.m. in room _____? Room _____ is located on the second floor in the social science that is in the southwest corner of the building facing the rear parking lot.

If you cannot attend the above meeting, I would appreciate your contacting me at _____ Ext. _____, so other arrangements can be made.

Sincerely,

Teacher/Coordinator

- T. The teacher/coordinator should make coordination calls to the public service training station, and talk with the students as soon after placement as possible, in order to avoid problems and to assure a successful experience for all participants in the program.

Section III

Teaching Information for Public Service Internships

Instructional methods and teaching strategies used must be the one most effective and efficient for the teacher-coordinator given the geographical area of the program, course objectives and content, student population, facilities, community resources, instructional materials, time, and costs.

One of the basic components of the Practicum is to write career performance objectives and identify job competencies in performance terms. The completion of these objectives by the student learner is essential for effective instruction to occur.

The training plans in this guide are the result of examining the tasks required of various occupations to determine the knowledge, skills, and competencies needed by the student to achieve success in being employed in those occupations. The training plans provide general-related instructional and specific-related instructional performance objectives. Upon the completion of the written performance objectives, learning activities were developed in order to provide students with the opportunity to acquire the knowledge, skills, and competencies of the career objective training plan.

Finally, a method of measuring the students' competencies in relationship to the performance objectives was developed by utilizing the following:

Differentiated instructional evaluation models:

- Weekly evaluation reports
- Individual discussions of specialized readings related to internship
- Classroom discussion on political behavior as related program internships
- Training station evaluation form completed by the public service trainer
- Training station notebook
- Research paper
- Career portfolio
- Semester oral examination/presentation

Training Plans and Learning Activities

The training plan serves as a guide for the student, public service person and coordinator with regard to organizing the instruction and correlating the classroom experience at the public service station. Learning activities will provide the student with the knowledge, skills, and competencies required to develop entry-level skills for which the student is being trained.

There are many different types of local communities in Illinois and for that matter, the United States. People live and work under widely different conditions, and therefore, they have different challenges that they try to solve by means of their local governments. Our system of local government (counties, cities, towns, villages, townships, parks, and libraries) enables a community to have the kind of government, which it wants, and which is best suited to serve its needs.

There are numerous opportunities to develop a variety of training plans. What follows is a sample form to be used in the development of training plans.

Training Plan

Career Performance Objective: **The student will demonstrate those skills of a Village Health Official**

General Related Instruction Performance Objective:

The student will write a letter of application for an interview with the Administrator of the Health Department.

The student will write a resume to accompany a letter of job application.

The student will write a resume to accompany a letter of job application.

The student will learn methods of administering the Health Department.

The student will present information on the advantages and disadvantages of working as a village health department official.

The student should become aware of the functions of the Health Department, department procedures, and the function of the health board.

The student should be able to describe politics as the whole process by which public policies are determined and public affairs are conducted.

The student will maintain a notebook of training station activities, experiences, observations, and pearls of wisdom collected as a result of this exposure.

Specific Related Instruction Performance Objective:

The student will read the village practicum information book, health materials, and appropriate chapters of the municipal code.

The student will have an interview with the Health Department Administrator concerning health services as related to the entire village.

The student will have a budget review with the Health Department Administrator: A. How is the budget developed?

B. How are priorities established?

C. How are monies disbursed?

The student will attend a minimum of three village board and health board meetings and discuss those meetings with a Village Trustee.

The student should spend a minimum of two weeks in the following areas:

- a. *Village blood assurance Program.*
- b. *Conducting a health survey and analyzing its results.*
- c. *Proposing health ordinances.*
- d. *Enforcement of health ordinances.*
- e. *Learning the job of the sanitarian, e.g., inspecting Village facilities.*

The student should be assigned sections of the municipal code to be read and discuss with the appropriate personnel of the department.

The student should become aware of the relationship of a municipal health department to other units of government.

The student should become familiar with writing Health Department records and the keeping of them.

The student should be afforded the opportunity to attend health conferences.

The student should be given the opportunity to work with a health care person, e.g., doctor, nurse, therapist.

Suggested Learning Activities:

The student should attend “Health Talks” for the community sponsored by the Village Health Department and Community Hospital. Some of the topics are: Diabetes, Asthmatic Children, and Drug Abuse, Vision Problems.

The student should write a report indicating whether or not the Health Talks provided a better understanding of the importance of maintaining good health.

The report should be discussed with the Public Service Trainer and the Teacher/Coordinator.

Pollution is a serious public problem. Every state and virtually every community, suffers from the various forms of pollution. The student should survey his or her community and the surrounding area and locate three pollution problems. After discussing those problems with the Public Service Trainer, the student should select one problem for closer study.

The student write a report on the problem discussing the reasons for the pollution, why it has not been halted, whom and what it harms, who benefits from it, and possible ways to remedy the condition.

Based on current budget, the student should develop a sample Health Department budget for the next year using the Zero-Base process step by step as follows:

- a. Develop planning assumptions*
- b. Identify "decision units"*
- c. Analyze each decision unit*
- d. Review and reallocate resources --the ranking*
- e. Prepare detailed budgets*
- f. Evaluate performance*

The student should make a survey of his or her community to find out some of the ways in which the state or local government controls or regulates the many activities, products, and institutions related to health. Select at least three of these and find out the laws and regulations involved.

The student should discuss his or her findings with the Public Service Trainer and Teacher/Coordinator.

The safety and purity of foods and beverages served to the public are a major concern of the health departments. Food processing and food serving establishments in most communities are inspected on a routine basis. The purposed of the inspection is to identify any potential hazard to health and to see that it is corrected.

The student should accompany the Village Health Official on a visit to a food processing plant or food serving establishment. A report on the inspection should be prepared and discussed with the Sanitarian and Teacher/Coordinator.

Resources:

- 1. Public Service Trainer*
- 2. Village Government folder of job descriptions, services provided, etc.*
 - Zero-Base Planning and Budgeting
 - Village Municipal Code
 - Village Building Code
 - Village Zoning Ordinances
 - Casebook of Municipal Problems
 - Activities for Examining State and Local Public Problems
 - Your Career in Health Care
 - Careers in Health Occupations

Training Plans and Learning Activities:

Training plans and learning activities can be made applicable to other school districts. As stated previously, the coordinator's visitation to the training station should lead to new learning activities that reflect current or future activities of the training station.

Training plans and learning activities have been developed (but are not included) for the following public service occupations:

Village Manager	Lawyer
Village Trustee	Clerk of the Court
Director of Finance	Attorney General Consumer Protection
Village Community Service	U.S. House of Representatives
Library Administrator	Chicago Crime Commissions
Township Official	Park District Official
States Attorney	Government Affairs, Public Relations, and
Public Works	Political Consultant
Civil Engineer	Psychologist
Mayor	Building Inspector
County Board Commissioner	Fishery Biologist
Agricultural Communications	Conservation Police Officer

Power of the Portfolio

According to Martin Kimeldorf, author of Portfolio Power, a good education, strong credentials, loyalty, and hard work are no longer automatically rewarded with a promotion or the promise of job security. Current projections are doubtful that the majority of people entering the work force

will land a lifetime career. We are entering an era where fewer promises are kept between employer and employee. This means that you have got to become self-reliant, to take responsibility for your own career, and act like your own employment agency. In order to keep up with this fast-paced change, you need to maintain a record of your achievements and learn how to effectively market your talents to potential employers or clients.

I will not guarantee that a portfolio will get you a job or that every employer will want to see your portfolio. But decide if you were the employer and wanted to discover what your potential employee had to offer and rather than take his or her word, you had documented proof showcasing their accomplishments? For years, artists and financial planners utilized portfolio's to showcase their work, now other professionals are realizing the power the portfolio has as a tool for both chronicling and telling their lifework story.

Creating Portfolios is Easier Than You Think

Have you ever kept a journal, scrapbook, or cataloged your vacation in a photo album, then portfolios will be natural for you. In fact, the hardest part of creating a portfolio is starting it!

I keep a portfolio of all of my accomplishments on the job. I record personal observations and thoughts, gather artifacts, newspaper clippings, photos, and any awards or recognitions that come my way. Gradually, I have expanded my purpose and added report cards, and old papers that I wrote while in college. The portfolio has become more than a collection, it has become a source of information that I can look upon with pride and a sense of accomplishment.

The Power Of Professional Portfolios

The professional portfolio: think of it as a collection in progress, a place where you store those things related to your training, work experience, contributions, and special accomplishments. It is a place to document all of your class-related projects so you will have a good sense of your development throughout the Public Service Practicum experience.

You are just starting out so think of this as a training ground for the future. As you gain a clear understanding of your story, you'll increase your ability to see your potential and communicate it to others. The insights that you will learn will assist you in assessing where you are on your track for the future. You can go back to this collection each time you begin a job search, seek advancement, or change career direction and take from it those items that you will find most useful.

Operating Procedures

One critical question must be answered before you begin the process: Who will be viewing your portfolio? In this situation it will be your instructor. You will not use this portfolio to gain employment at a bank, or for an employee evaluation. While you may draw on the many artifacts

from this career portfolio, the items have to be arranged and presented differently if you are seeking employment or college acceptance.

In other words, you must gear your portfolio to your audience. In this particular case, your audience has specifically designed assignments in which it will be your responsibility to complete (see syllabus). That does not mean that you can't add to it, change particular assignments with coordinators approval, or tailor make it to fit your needs. The idea is that for this particular course, the portfolio becomes the curriculum that you will be evaluated on. What is unique from your past experiences is that your assessments are based on your own creation, a creation that you develop. Another difference is that it is a work in progress. For example, let us say that you submitted your paper on objectives for your career experience and you omitted a section, or you did not receive the grade you thought you deserved. The coordinator hands back the work with suggestions for improvement and you follow the directions and clear up the mistakes. You may re-submit your work and I will change the grade.

Therefore, due dates will be given for each assignments to maintain an even flow. It is your responsibility to hit the target due dates. Failure to do this will result in a conference with the coordinator, if behavior persists, termination from the program will be recommended. Remember, I do not control your efforts. I can develop a system that will guarantee success but I will not take the responsibility for completing the work nor will I compromise on time deadlines.

Suggestions For Excellence

With your audience firmly in mind, artifacts selected, it is time to think about organizing the contents of your career portfolio. Generally, each portfolio page should have consistent placement, typography, and organization. Strive for simplicity and visual unity. If you use color, know its implication. Black connotes elegance and sophistication and red suggests excitement, power, energy, while green conjures up nature, fun, or casual attitudes. Try to match the color to the image you wish to project. Likewise, on each page try to create a consistent "texture" when using artwork.

As you put the last work sample page into your portfolio, it's time to turn to the front. I placed the front matter last because it's easier to write it once you've already got your contents organized. Front matter typically includes the title page, acknowledgements, table of contents, and introduction. An introduction must be short. Use legal-size paper in the portfolio. You can use reduced-size copies or photographs of large and bulky objects. You can group all commentary and captions on a separate single page, thereby freeing up the entire page for the artifact. Try clustering similar artifacts into sections. Then, place a summary statement before each section.

The Virtual Portfolio

Computers are playing an increasingly important role in helping employers find talent they need.

More technologically sophisticated companies are using software that can scan resumes for key words that indicate skills, education, or past employment of interest to the employer. In the future, electronic portfolios may be the way to go.

The World Wide Web will have a large impact on this type of marketing tool. The electronic portfolio offers many different samples without the paper that a traditional portfolio would include. Web pages allow the reviewer to look for information that is most relevant-in the blink of a mouse click, or perhaps voice command!

For those students who feel that they are in command of such technology, the option to place your portfolio on the Web or on computers is available. In order for this to occur a conference must be arranged and approval granted. If your idea is sound and it can be reproduced and the costs are within reach, you may develop your portfolio on the computer.

Conclusion

The key to portfolio design is to become more aware of who you are and where you would like to go. By chronicling your efforts in a portfolio you become more aware. More aware of where you have been, and more aware of the pages that you would like to fill. As you begin, I hop it fills you with a new sense of your potentialities. Perhaps as a result, you will be more prepared to reshape the next chapter of your life a bit closer to what in your heart, you truly desire.

CAREER PORTFOLIO

1. Goal Setting

Develop a list of career exploration goals, a plan for meeting them, and a specific time frame for completion.

Example: I develop a list of ten questions and answers related to my career field by October 10, 2005.

- Research career field
- Develop a list of questions
- Ask questions (internship, field experiences, speakers)
- Acquire resources (i.e., periodicals, books, newspapers)
- Read material
- Write answers in journal
- Submit findings on October 10, 2005

2. **Assessments: Summary of Assessments**

Write a one-page narrative reflecting on the process of taking assessments. Did you learn anything about yourself in this process? Can you see potential value of assessments in the career development process? Include a copy (or printout) of each of the following assessments in your portfolio:

- Self Assessment Packets
- Kiersey or MBTI
- Holland RIASEC
- Birkman
- One other assessment of interest to you
- Multiple Intelligence
- Emotional Intelligence

This should be a summary and interpretation, not a regurgitation of results!

3. **Resume (format discussed in class)**

4. **Vocational Genogram (format discussed in class)**

Must contain at least two-generation analysis.

One-two page narrative discussing important insights gained from creating the genogram and your review of it.

5. **Career Map (format discussed in class)**

6. **Occupational Information Research**

Learn about career choices at major research sites. Using an occupation you want more information on, find out about qualifications, education requirements for various levels, characteristics of successful people in the occupations, work environment and more...

Write a one-two page narrative summarizing and interpreting the results of your research on your chosen career.

List URLs of websites used in creating this report.

7. Job Information Research

Explore various job search possibilities. Then, using the occupation you want more information on, search for jobs on line at public bulletin boards, company websites. Locate salary information, educational requirements, skill sets.

Internet Research: One-two page narrative/outline summarizing and interpreting the results of the research. List URLs of websites used in creating this report.

Information Meeting: One-two page narrative summarizing information meeting with contact (be sure to identify contact and how you got the interview).

8. Career Development Research

Following the directions given in class, work on developing a plan for lifelong learning by determining what formal and informal education/training you need. How can you learn informally on a daily basis by studying associations, listservs, newsgroups, etc.?

9. Reflection

Write a one-two page narrative discussing the process and satisfaction with results. Did you answer your vocational question? What did you learn?

Hand in the entire portfolio. All work should be edited, revised and typed. A portfolio will be given to you to bind your finished work. Remember, this is a professional documentation of your career insights that can be utilized as a marketing tool for the future. You will want to autograph your work with excellence so do a complete job and make sure you have no errors or imperfections that might lessen your efforts.

Youth In Government



I'd love To Change The World, But I Don't
Know What To Do.

James Arey
Elk Grove High School
500 West Elk Grove Blvd.
Elk Grove Village, IL 60007
(847) 718-4400
jim.arey@d214.org

Overview

I. Content: (Why is this unit important?)

“The existence and advancement of a free society depends on the knowledge skills and understanding of its citizenry.”

-Illinois State Standards

President Barack Obama has taken the bold step by challenging young people to make a difference in the lives of others. His initiative to provide tuition reimbursement for the services rendered is a wonderful first step towards making college affordable for many youth. Yet beyond the financial assistance, the belief that young people can and should be responsible for their schools, communities, and nation is an idea whose time has come.

James Madison argued in *The Federalist Papers*, “If there is no civic virtue among us, but only private virtue, then no form of government (not even a democracy) will render us secure.” While schools lack the autonomy to reverse public apathy in the political process, schools can help students acquire in-depth knowledge of political systems and provide rich opportunities for students to participate in democratic practices such as non-paid internships in public service careers, experiential learning projects such as Youth In Government, and volunteer community service opportunities that impact the larger community.

In order for these types of learning experiences to occur, we as educators must provide the opportunities to connect learning with the experiences. If the goal is to engender our youth with a sense of democratic community then we must look for innovative models that can create the realization we seek. The challenge is in developing a curriculum approach that can be integrated into an experiential model. This interdisciplinary/integrated unit is designed to give students and interested adults a curriculum model for your review. The ideas presented serve as a template and can be modified to adapt to your specific situation. The thrust of the curriculum focus is for students to gain an understanding of political systems through the study of various forms and levels of government and the documents and institutions of the United States. What makes the template unique is the experiential connection to the larger community.

II. Process: (How are the thinking skills developed?)

Students will be guided in an educational journey where they discover knowledge, learn to understand, and apply current information between disciplines, to real world predictable problems as well as unpredictable problems. The utilization of experiential learning activities will further expand on the students thinking skills as they are asked to perform, volunteer, and actively participate in a variety of learning activities that are connected to the community.

During this journey various hands-on active learning activities, experimental, experiential, and informational activities involving multiple learning styles will be used. Through dialog and exploration, teachers and students engage in a journey of shared learning. Students will be involved in individual higher order thinking skills as well as cooperative learning groups, and authentic education and assessment to accomplish these goals.

III. Product: (What will the students do/know as a result of this unit?)

Students will develop skills and knowledge that they need to be contributing citizens, now and in the future according to the Illinois State Standards and the course objectives of District 214. They will examine the basic principles of the United States government, its

structures and functions, as well as the roles and influences individuals and interest groups have in Illinois, the United States and other nations. Also, students will analyze, and evaluate the election process and responsibilities of citizens, domestic and foreign policy issues, and how changing geographical, economic, technological and social forces affect the United States political ideas and traditions.

Through active partnerships with the community and the variety of experiential learning activities, students will gain greater understanding of careers in the public service fields, actively participate in community service projects, and begin to develop a network of contacts and credentials which may help them make better choices concerning post-secondary options. The unit aims not to reproduce but to transform. It consists of people “consciously striving to educate their successors not for the existing state of affairs but so as to make possible a future better humanity.” (John Dewey, Democracy and Education) And with this task comes significant challenges and opportunities for all involved.

Unit Overview

- Goal 1:** Learn citizenship skills by applying them to real life situations.
- Goal 2:** Understand political systems, with an emphasis on the United States.
- Goal 3:** Actively participate in experiential learning situations in the community.
- Goal 4:** Cultivate the knowledge, skills, and attitudes needed to achieve and sustain a global culture of peace.
- Goal 5:** Develop skills, attitudes, and knowledge with co-operative and participatory learning methods and build an environment of tolerance, care, and respect.
- Goal 6:** Build bridges of support among key participants (i.e., students, parents, school, and community).

I-SEARCH INDEPENDENT RESEARCH PROJECTS

The I-Search Independent Research Projects are used throughout the unit for the purpose of extending student thinking. A student may select a project according to their interest of learning style preference. Students are encouraged to modify both the challenge and project to fit their specific interest.

1. Paradoxes:

America's settlers from Europe knew little of democracy. The Founding Fathers faced a major problem when it came time to invent the United States. Reportedly, the first person to propose a union of all the colonies and to propose a federal model for it was the Iroquois chief Canassatego, speaking at an Indian-British assembly in Pennsylvania in July 1744. He not only proposed that the colonies unify themselves, but told them how they might do it. He suggested that they do as his people had done and form a union like the League of the Iroquois. Echoing the original proposal of Canassatego, Benjamin Franklin advocated that the new American government incorporate many of the same features as the government of Iroquois. In addition to Benjamin Franklin, Thomas Paine, Thomas Jefferson, and Charles Thomson, many of the Founding Fathers of American federalism had worked closely with the Indian political institutions.

Product:

Washington D.C., has never recognized the role of the Indians in the writing of the United States Constitution or in the creation of political institutions that seem so uniquely American. Build a monument to honor the Indians who contributed to the building of a federal union based on democracy so that others may understand and give credit where credit is due.

2. Attributes:

You have decided you want to have a career in the field of Public Service. Getting a job these days can be very challenging. The prospects of obtaining employment are challenging therefore it is imperative that the high school student has an understanding of not only career opportunities but attributes necessary for success in the fields you have selected for possible employment.

Product:

Utilize the *U.S. Occupational Handbook* and research your career interest area. Create a career profile identifying the following information:

- job description
- education/training
- daily tasks and procedures
- job requirements
- attributes necessary for success (emotional intelligence, high ethical standards, work ethic)

3. Analogies:

People have said that interest groups influence public policy in America today. You will be asked to identify the ten largest political action committees in Illinois today who have made the largest contributions to elected politicians.

Product:

Design a chart identifying the political action committee, the contributions made, and the candidates in which received the contributions. Formulate an opinion for each committee on why they would contribute so heavily to the elected politician. Research recent legislative decisions and evaluate the impact on the various political action committees objectives.

4. Discrepancies:

Social Security has been called a “social contract” between generations. The money taken out of today’s workers’ paychecks pays for Social Security benefits of today’s retirees. However, by the year 2040, more than a quarter of the U.S. population will be over the age of 65. Consequently, fewer American workers will be contributing percentages of their earnings to pay for an increasing number of retirees receiving benefits. This demographic change could, it is claimed, bankrupt Social Security before today’s young people retire.

Product:

Investigate ideas lawmakers are proposing to change Social Security so the money will not run out. Write a letter to your elected officials on how you feel is the best route lawmakers should take to assure the young people of America can gain the same benefits when they retire.

5. Provocative Questions:

In the 1960s and early 1970s, women began mobilizing support against gender discrimination. In 1963, Congress adopted the Equal pay Act, which guaranteed equal pay for men and women who perform equal work. Yet in 2008, reports indicate that men get paid more than women who perform the same job.

Product:

Research what occupations these discrepancies exist and create a visual that illustrates the career, and the pay discrepancies. Contact local businesswomen in the area who have broken the “glass ceiling” and what attempts are being used today to close the gap.

6. Example of Change:

Prior to the Great Depression, aid to the nation’s needy citizens was primarily the role of private charities, families, and churches’; the federal government’s role was quite small. However, the economic catastrophe of the Great Depression of the 1930’s compelled lawmakers in Washington to implement new policies to protect the nation’s most vulnerable citizens.

Product:

Create a historical time-line identifying legislation, which protected the nation's most vulnerable citizens. Identify the date, the name of the act, who it was that, initiated it, and what groups it was intended to assist. Compare this chart to current conditions and report findings to the larger group.

7. *Examples of Habit:*

Currently, about 1.4 million men and women serve in the U.S. Air Force, Army, navy, and marine Corps. The U.S. spends billions of dollars each year maintaining a strong defense to deter other nations from mounting an attack. In the past, U.S. forces were trained to defend against one main enemy- the Soviet Union. Now that the Soviet Union has dissolved and the Cold War is over, some question the need for increasing the defense budget. They argue that the money spent on defense would be better used in domestic programs such as housing, education, and crime prevention. Supporters of a large defense budget argue that the development of new weapons has suffered in the age of budget cutting. Supporters think that many of the Reagan-era weapons will soon wear out or become obsolete. Others argue the need for a massive increase in order to protect the United States from terrorist attacks.

Product:

Utilizing the 2009 edition of Current Issues (Close Up Foundation) for research, conduct a debate on the following issue: Should the U.S. Increase the Budget For Defense.

8. *Organized Random Search:*

Although human rights now attract worldwide attention, many Americans disagree about whether the U.S. government should make human rights a central issue in its foreign policy. Supporters of a human rights-based foreign policy believe the U.S. should condemn, and take some form of action against any government that uses terror or brutality. Critics of this approach say the U.S. should not pursue policies based primarily on morality. Therefore, policy makers must place other practical issues, such as trade and security, ahead of human rights.

Product:

Using China as your example, conduct a survey on public opinion regarding this most important issue facing America today. Ask faculty, parents, and public service officials for a sampling of public opinion on whether the United States should promote trade with China despite charges of human right violations.

9. *Skills of Search:*

Nearly 1.3 billion people in developing countries live in conditions unimaginable to most Americans. The number of poverty-stricken people is growing. Experts predict the world's population will surpass 9 billion by 2030, with the highest growth rates in less developed nations. Two-thirds of the world's impoverished people are less than 15 years old.

Product:

Research the countries where the conditions are most severe. Create a map identifying the areas suffering from this problem. Utilizing current photos from newspapers, and periodicals, create a photo essay that captures their condition. Base your selections on the countries most in need.

10. Tolerance for Ambiguity:

Criminologists and lawmakers have argued over the causes of violent crime for decades. Some familiar with the issue as say the roots of crime are unemployment, poverty, and drug use. Others contend that the judicial system is failing to keep violent criminals off the streets.

Product:

Compare and contrast these positions. Write a position paper where you defend or refute a cause. Base your position on strong research not just opinion. If you would prefer, you can use local crime statistics for your research study.

11. Intuitive Expression:

Since the beginning of this decade, about 1,000 cities and towns have imposed curfews to reduce juvenile crime. Surveys conducted by the U.S. Justice Department and U.S. Conference of Mayors reveal that curfews often, but not always, reduce juvenile crime. Critics of teen curfews argue they are short-term solutions that do not solve the underlying problem of restoring family discipline or providing young people with better job opportunities and places to go for youth entertainment at an affordable cost.

Product:

Investigate Elk Grove's curfew policy and peer thought on this topic. Create a video journal, which expresses the emotions of both the young and the old regarding this topic.

12. Adjustment to Development:

The U.S. was founded and settled by immigrants. At first, the country was open to anyone wishing to make a new start. In 2008, more than 900,000 legal immigrants and an estimated 3000,000 illegal immigrants settled in the U.S. Many Americans believe that their country cannot absorb more immigrants. They contend that newcomers take jobs away from American-particularly low skilled workers-because they enlarge the pool and are willing to work for lower

wages. In addition, advocates of immigration restrictions point to the large costs of health and education benefits for illegal immigrants.

Product:

Create a mural depicting the various contributions immigrants have made to the U.S. throughout its' history. Also, include in your mural the issues that are being debated today. Determine which side you think is more reliable and fair and explain through your mural why you think this way. Finally, research legislation regarding the Dream Act. Contact local organizations involved in the issue and volunteer your time to the organization. Also, consult with the school's college/career counselor for the development of a scholarship for undocumented students here at EGHS.

13. Study Creative People and Process:

Alexis Tocqueville observing U.S. society 150 years ago, called individualism:

‘Individualism is a calm and considered feeling which disposes each citizen to isolate himself from the mass of his fellows and withdraw into the circle of family and friends; with this little society formed to his taste, he gladly leaves the greater society to look after itself.’

Today, some would argue that the demise of civic life is obvious; one needs only to look at the decline of volunteer community service here at the high school. Others argue and point to the level of volunteerism that is at an all time high in the U.S. today. It is those people that volunteer which will be the focus of your search.

Product:

Research the winners of the Community Spirit Award given to outstanding people or organizations that support community in the Elk Grove community. Create a magazine that features these winners and what makes them so special in receiving this award. If possible, nominate your own person or organization for this award by filling out the appropriate forms at the Elk Grove Village Hall.

14. Evaluate Situations:

Trading goods and services with other nations is vital to the U.S. economy. Many members of Congress and most economists believe that free and open trade is the key to a prosperous global economy. However, many Americans think that the U.S. should not trade freely with nations that abuse human rights, pollute the environment, or put U.S. goods at a disadvantage in their market places.

Product:

Research the free-trade pacts like NAFTA, CAFTA, and GATT and present the positives and negatives of these agreements. Create transparencies that clearly state the advantages and disadvantages from an American perspective on these two free-trade pacts.

15. Creative Reading Skill:

Choose from the list of student resources a book that interests you.

Product:

Write a book review on your choice. If possible, locate the name and address of the writer and send them your review.

16. Creative Listening Skills:

Listen to the live recordings of the Supreme Court in session in *May It Please the Court*.

Product:

Pick from the 23 live recordings a case that interests you and write a summary, and reaction to what you learned from the recording. Identify a current case that is similar to your study of the past.

17. Creative Writing Skill:

The first ten amendments to the U.S. Constitution are known as the Bill of Rights. Added to the constitution in 1791, these amendments were designed to protect individual freedoms and limit the power of the federal government. Included in the Bill of Rights are promises that give Americans the freedom to express themselves, that protect persons accused of crimes, and that limit the power of the national government.

Product:

Choose from a list of countries where no such Bill of Rights exist. Research the current situation, especially the rights of the people. Create a Bill of Rights which would be relevant to the people living in the country you picked.

18. Visualization Skill:

Throughout history, visual illustration of events has been a powerful tool in capturing the struggle of people or a nation. Many people learn things easier if they can see it and experience it.

Product:

Design an original illustration, painting, clay sculpture, photography collection, or collage that can best illustrate a current political event. As with all illustrations, the piece needs to have a title, and a caption explaining what the piece is.

**CRITICAL THINKING SKILLS
(ACADEMIC)**

1. Understand and explain basic principles of the United States Government.

KNOWLEDGE:

Anticipatory Set: Movie clip from “In the Name of the Father” where Daniel Day-Lewis is illegally imprisoned in 1974 by British officials after a tragic IRA bombing near London.

Activity: Describe the fundamental principles of government including representative government, government of law, individual rights and common good.

E.g.: Bill of Rights, Declaration of Independence, U.S. Constitution...

COMPREHENSION:

Activity: In your study groups explain the importance of fundamental concepts expressed and implied in the major documents.

E.g.: freedom of speech, “All men are created equal”...

APPLICATION:

Are all men created equal?

Anticipatory Set: Read the “Letter From Birmingham Jail” by Martin Luther King, Jr.

Activity: Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.

Product: After analyzing topic, create a historical flow chart illustrating the progress of blacks to get equal rights in the United States.

Visual Arts Link: Look at the art created by different groups in America that have struggled to get their rights recognized.

HIGHER ORDER THINKING SKILLS:

Anticipatory Set: Listen to music from a variety of sources- Rap, Reggae, Pop/Rock which tell about women and minorities living in America.

Discussion/Activity: Discuss discrimination in America. Discuss current events and progress made towards elimination.

Product: Write a weeks' worth of journal entries based on your life after finding out the information given above. Be sure that you detail how your life would change

-or-

Create a biopoem on any individual that stands out as a true hero in their cause to bring equal rights to their respective group. Send Finished piece to the individual if still alive.

Experiential Learning Link: Equity in education is a hot topic today. Form a partnership with a school that currently receives less money than Elk Grove High School. Meet with the students, discuss the opportunities that exist in both school systems, and identify glaring differences. Working with state and local officials, identify the challenges young people face as a result of the inequity and create solutions to remedy the problem.

2. Structure and functions of political systems of Illinois, the United States and other Nations.

KNOWLEDGE:

Anticipatory set: Show a clip from "Village Matters" where trustee Johnson argues with then Village President Galiatano over village matters.

Activity:

Discuss in groups the structure of local government. List the structure of local government and the services they provide. Do the same for Illinois, and the United States.

Experiential Learning Link: Participate in Youth In Government program.

COMPREHENSION:

Activity: One of the characteristics of our political system is the idea of shared powers between all levels of government. Using this information, explain how an idea can be made into a law.

E.g.: How a Bill Becomes A Law...

APPLICATION:

Anticipatory set: Show the historical footage of the assassination attempt on President Reagan.

Activity: Review the procedure used to get a gun prior to the Brady Bill. Discuss the controversy among the proponents of the Brady Bill and the NRA. Discuss the Gun in America.

Product: Write a letter to your congressmen on where you stand in the gun issue.

Music Link: Analyze Pearl Jam and Talking Head songs related to gun violence. Discuss the current outbreak of violence in schools and the role of media and entertainment in this issue.

HIGHER ORDER THINKING SKILLS:

Anticipatory set: Display different photographs of gun victims.

Activity: Using the gun as the focus, analyze world political systems and how they deal with the issue of the gun. Use this as a springboard to discuss how political systems are similar and different than the United States.

Product: Create a wall mural showing the similarities and differences among world political systems.

3. Understand the election processes and responsibilities of citizens.

KNOWLEDGE:

Anticipatory set: Read passages from children's books that identify concepts of responsible citizenship, including respect for the law, patriotism, civility and working with others.

Activity: Discuss in groups why rights and responsibilities are important to the individual, family, community, workplace, state, and nation.

E.g.: voting, protection under the law...

COMPREHENSION:

Describe the meaning of participatory citizenship at all levels of government and society in the United States through readings from *Service-Learning Reader*.

E.g.: Ethics, Decision-Making...

APPLICATION:

Anticipatory set: Read excerpts from C. Powel "Challenge America". Discuss how we can help meet this challenge through service to our community.

Experiential Learning Link: Identify a need in the community. Develop a plan to fulfill this need. Develop a service project that will assist in filling the need.

Product: Create a video piece to be aired on "Wild Elk Grove" which states the need, and what was done to fill it.

Technology Link: Learn how to use video, editing, and production equipment.

Business Link: Learn how to successfully market an idea.

English/language arts Link: Learn how to write a storyboard and script.

HIGHER ORDER THINKING SKILLS:

Anticipatory set: Show through video the difference between participation and non-participation in the electoral process.

Activity: Discuss women's suffrage, voter registration, affects of media.

Experiential Learning Link: Develop a voter registration drive at the high school. Work as a volunteer in a local political campaign.

4. Understand the roles and influences of Individuals and interest groups in political systems of Illinois, the United States, and other nations.

KNOWLEDGE:

Anticipatory set: Have members of the local village government identify their roles as civic leaders. (Kick-off meeting for Youth In Government)

Activity: Utilizing the Community Profile, discuss the impact these individuals make in their roles as public servants. Identify the impact government has on everyday life.

E.g.: elected leaders, public service employees...

COMPREHENSION:

Activity: Explain ways in which individuals and groups influence and shape policy.

E.g.; general public opinion, special interest groups, media, formal parties.

APPLICATION:

Anticipatory set: Show video clip “Dead Man Walking” where writer/director Robbins presents both sides of the death-penalty issue mingled with simple human compassion. Follow up the video with the PBS Frontline special on Sister Helen Prejean.

Activity: Discuss the different views held on the death penalty over the years and understand where we are today.

Experiential Learning Link: Conduct a debate on this issue and from the results send a letter to your elected official on the outcome of this debate.

HIGHER ORDER THINKING SKILLS:

Anticipatory set: Show the T.V. news footage or newspaper articles for a variety of public policies and issues from the perspective of different individuals and groups.

Activity: Utilize *101 Active Games* to debate, discuss, and gain knowledge on the issues.

Product: Write a position paper based on any issue that interest you.

HomeLink: Explain to your parents your conversations in class and the work you are doing. Get their thoughts down in a journal entry of where your parents stand on the issues.

5. Understand United States foreign policy as it relates to other nations and international issues.

KNOWLEDGE:

Anticipatory set: Show the CD ROM *History Chronicles*, and focus on the segment on Tianamen Square Uprising.

Activity: Discuss the history of China, particularly after WWII. Identify U.S.-China relations over the years.

E.g.: Boxer Rebellion, Clinton visits...

COMPREHENSION:

Activity: Explain why federal government establishes relationships with other countries.

E.g.: diplomacy, trade, United Nations...

APPLICATION:

Anticipatory set: Show scenes from PBS Frontline “Romeo and Juliet” where the struggle of this Serbian and Muslim couple to flee the war-torn couple ends in tragedy when both are shot while escaping.

Activity: Discuss the situation in the former Yugoslavia country today and the role the United States and other nations are taking to help ease the tensions.

Product: Complete the *United Nations* simulation game.

HIGHER ORDER THINKING SKILLS:

Anticipatory set: Using still frame video and music from the Cranberries song *Zombie*, model the product students will develop upon completion of the directions.

Activity: Research relationships and tensions among members of the international community. Using the Green Book, find a song the interests you and that will relate to your topic. Using the internet, locate the words to this song. Read the words and research resources which have images that you can use to develop a still frame presentation that you will match with the music you have chosen to accompany the images.

Product: Create a still frame music video capturing the tensions among members of the international community.

6. Understand the development of the United States political ideas and traditions.

KNOWLEDGE:

Anticipatory set: Show the video “Forest Gump” which shows the progression of events since the 1950’s.

Activity: Discuss how historical events impact the development of political ideas and practices and how they have brought about changes in political ideas and traditions.

Describe how United States political ideas, practices, and technologies have extended rights for Americans in the 21st century.

E.g.: suffrage, civil rights, motor-voter registration...

COMPREHENSION:

Activity: Interpret how changing geographical, economic, technological and social forces affect the political ideas and traditions in the United States.

E.g.: freedom, equity, and justice, individual rights...

APPLICATION:

Anticipatory set: Read passages from *Eyewitness to History*.

Focus on the selections dealing with race relations throughout our nations history.

Activity: Discuss the ideological debate involved in race relations throughout history.

Product: Develop a series of journal entries that give the perspectives from a variety of different views held about race.

HIGHER ORDER THINKING SKILLS:

Anticipatory set: Utilizing *Games For Trainers*, play the Chart Board game which gives participants an idea of cause and effect relationships.

Activity: Discuss how changing geographical, economic, technological and social forces affect political ideas and traditions (e.g., freedom, equality and justice, individual rights...).

Product: Create a still frame music video which highlights the struggle of a particular group (e.g., Indians, women, Hispanics...).

Moral/Ethical/Spiritual Reasoning And Dilemmas

Each of the major themes in political science are ripe for moral, ethical, and spiritual dilemmas to arise. For each of the themes presented in the Illinois State Standards, the following dilemmas have been developed to continue the exploration:

Principles of United States Government

Would you accept \$1,000,000 to leave the country and never set foot in it again?

Political Systems

By law, individuals cannot donate more than \$1,000.00 each to the campaign of a candidate for a federal office. You have come up with a way to skirt the federal election law and acquire huge sums of money which will allow you to win the election, would you do it?

Electoral Process and Political Participation

What are your feelings about killing a handicapped child at birth? Should a woman have the right to have an abortion for any reason she wants? What rights should the father have? If your 15-year-old sister became pregnant, would you want her to have an abortion?

Interest Groups

You know the legislation that your particular interest group is proposing will greatly benefit your groups interests while hurting the interests of the younger generation. You stand to make a big impression on your superiors should this proposal be ratified. What do you do?

Foreign Policy

If you could kill Osama bin Laden, would you risk invading a sovereign nation?

Nature of American Democracy

Parents, no matter their income, should have the right to choose how their children are educated.

It has been well documented the problems of public schools in America. Giving parents vouchers to use to send their children to better public schools or for private education is an idea being proposed. A law is currently under review that would allow parents to use government vouchers to send their children to religious schools. This violates the principle of separation of church and state. You are a member of congress voting on this issue, how will you vote?

PRODUCTIVE THINKING SKILLS DIVERGENT/CREATIVE THINKING

1. BRAINSTORM MODEL

A. Brainstorm all of the _____.

Tensions among members of the international community. #5

Key people in the women's suffrage movement. #3

Different forms of government. #2

Benefits of the federal system of government. #1

Jobs in Public Service. #4

B. Brainstorm as many _____ as you can think of.

Ways people participate in the election process #3

Civil Rights #1

Different levels of government #2

Interest groups #4

Key people in the development of the Constitution #5

Promote peace

C. How many ways can you come up with to _____.

Describe freedom of speech. #5

Educate children about our political system.

Actively involve yourself in community events. #3

Turn an idea into a law. #3

Get an idea on the lawmakers agenda. #4

Conduct a peace pole ceremony.

Raise money for a charitable organization.

2. VIEWPOINT MODEL

A. How would _____ look to a(n) _____?

democracy	communist
Colin Powell	a white racist
American foreign policy	our Founding Fathers
computer	Thomas Jefferson
terrorism	Gandhi
pre-emptive strikes	Martin Luther King

B. What would _____ mean from the viewpoint of a _____?

living a homeless life	Bill Gates
a pair of Air Jordan's	factory worker in Taiwan
abortion rights	a newborn baby
Abraham Lincoln's appearance	media/image consultant
the United States	an immigrant
local government	political prisoner
waterboarding	Abe Lincoln

C. How would _____ view _____?

Martin Luther King Jr.,	Michelle Obama
Susan B. Anthony	Roe v. Wade
FDR	social security privatization
Thomas Jefferson	the 19th amendment
Thomas Paine	the "National Enquirer"

3. VIEWPOINT MODEL

A. How would you feel if you were _____.

An American Indian
Elk Grove Village President
Bill of Rights
Sixty-five and without a health insurance
Federal Budget
A black student at Central high in Little Rock, Arkansas in 1957
brother/sister of the victim of a drive by shooting
family member of a fallen soldier
peace activist

B. If you were a _____ what would you (see, taste, feel, smell)?

democracy
jail cell in Birmingham, Alabama where MLK penned his letters
paint brush of Jasper Johns
Statue of Liberty
barbed wire fence on the border of Texas and Mexico
a nuclear warhead
crack cocaine
peace pole

C. You are a _____. Describe how it feels.

one of the 9 billion poverty-stricken children in the year 2030
death chamber in a maximum prison system
a bullet going into a teenager
an immigrant into the United States
victim of racism
female getting paid less than a male who has the same job
a classroom teacher in a blighted urban area of the city of Chicago

4. CONSCIOUS SELF-DECEIT MODEL

A. Suppose you could have anything you want to solve this problem. What would you do?

to end job discrimination
savage inequalities in our poor neighborhood schools
to stop juvenile crime
reduce world poverty
end international tensions
teach citizenship to the young
reduce the national budget

B. You can have all the _____ in the world. How could you use it to _____?

power	feed the hungry
computer chips	dictator
clocks	slow down the pace in society
sneakers	create oneness
freedom	change your life for the better
compassion/love	create a new society
bullets	create peace
weapons	form a democracy

C. You have been given the power to _____. How will you use it?

run the world
represent your community in government
end nuclear proliferation
teach
vote
end hunger
stop the spread of HIV/AIDS
improve the health care system
end political corruption

5. FORCED ASSOCIATION MODEL

A. How is _____ like a _____?

Constitution	handshake
voting	credit card
local government	telephone
citizen	an Olympian hero
politician	a grapefruit
political party	expressway
a period	Supreme Court

B. Get ideas from _____ to improve _____.

China	United States
Hollywood	voter turnout
James Madison	civic apathy
Jesus	racism
lions	family values
John Wayne	gun control
Thomas Jefferson	writing skills
Paulo Freire	education

C. I only know about _____. Explain _____ to me.

peace	violence
democracy	communism
hatred	love
American history	Indian history
control	shared decision-making
football	political parties
men	women
Hispanics	African-Americans

6. REORGANIZATION MODEL

A. What would happen if _____ were true?

there had been no slavery in the U.S.
nobody voted
Malcolm X survived
there were no special interest groups
no volunteers
social security system went bankrupt
public schools closed
Iraq had weapons of mass destruction

B. Suppose _____ (happened), what would be the consequences?

every one held the same religious beliefs
the south had won the Civil War
the United States dropped a nuclear bomb on China
everyone had a voice in government
no civil rights
women dominated the world political arena
no Indians when the settlers arrived
no civic virtue among us

C. What would happen if there were no _____?

public servants
guns
inequality
history between nations
poverty
Civil Rights
tensions between nations
civil liberties
every branch of the American Political system was Republican
illegal immigrants

CULTURAL LITERACY

NAMES:

George W. Bush	Anthony, Susan B.	Barack Obama
Aristide, Jean-Bertrand	Angelou, Maya	Alcott, Lousia May
Blair, Tony	Bush, George H.	Carter, Jimmy
Castro, Fidel	Clinton, Bill	Hussein, Saddam
Johnson, Lyndon	Zemin, Jiang	Kennedy, John
Kim Il Sung	Vladimir Lenin	Madison, James
Mandela, Nelson	Marx, Karl	Milosevic, Slobadan
Nasser, Gamal Abdel	Netanyahu, Benjamin	Nixon, Richard
O'Connor, Sandra Day	Reagan, Ronald	Stanton, Elizabeth Cady
Tocqueville, Alexis de	Wallace, George	Yeltsin, Boris
Zedillo, Ernesto	Dick Cheney	Osama bin Laden

PHRASES:

Actions speak louder than words.
As you make your bed so must you lie in it.
Ask not what your country can do for you...
can't have your cake and eat it too
chief business of the American people is business., The
East is East, and West is West, and never the twain shall meet.
Everybody talks about the weather, but nobody does anything about it.
Give me liberty or give me death.
Give me your tired, your poor...
Man is the measure of all things.

TERMS:

ABM Treaty
abortion rights
AIDS
AFDC
affirmative action
African Americans
Alliance for Progress
Americans with Disabilities Act
ABM Treaty
Anti-Terrorism Act
bilingualism

Bill of Rights
Brown v. Board of Education of Topeka, Kansas
Bush Administration
budget deficit
budget, federal
child labor
Chinese Exclusion Act
Clinton Administration
citizenship requirements
civil rights reforms
Cold War
communism
Congress, U.S.
constitutional rights
conventional weapons
Covenant on Civil and Political Rights
crime
death penalty
defense
democracy
Democratic Party
desegregation, school
domestic partners
drugs
Ebonics
economy
education
Equal pay Act of 1963
Equal Employment Opportunity Commission
EC
federal government
FDA
foreign aid
foreign policy
GATT
gender discrimination
Goals 2000: Educate America
Great Depression
Great Society
Group of Seven
Handgun Control Act
Hawley-Smoot Tariff Act
Head Start
health care

human rights
hunger
illegal aliens
Immigration ACT of 1965
Immigration Act of 1996
inflation
international trade
Internet
“Jim Crow Laws”
juvenile crime
NAFTA
NASA
nationalism
New Deal
NATO
NRA
nuclear proliferation
Social Security
105th Congress
PACs
poverty
racial discrimination
protectionism
Refugee Act of 1980
right to die (euthansia)
Roe v. Wade
SALT I and II
SAT
schools
sex discrimination
social programs
Social Security
START
SDI
Supreme Court
tariffs
taxes
terrorism
Tiananmen Square
trade
unemployment
United Natio

RESOURCES

I. Bibliography - Teacher/Professional Books and Resources

- _____ Magill, Frank N. Masterpieces of American Literature.
Most Popular Websites 2nd Edition.
Fraser, George Macdonald. The Hollywood History Of The World.
McLeish, kenneth. Key Ideas In Human Thought.
Patrick, John J. Lessons On The Constitution.
Jantzen, Steven L. Government For Everybody.
Morgan, Bradley J. & Palmisano, Joseph M. Public Administration.
Wilson, James Q. American Government.
Carey, John. Eye Witness To Hsitory.
Irons, Peter and Guitton, Stephanie. May It Please The Court.
Knappman, Edward. Great American Trials.
Weatherford, Jack. Indian Givers.
Close Up Foundation. Active Citizenship Today Field Guide.
Cole, bruce and Gealt, Adelheid. Art of The Western World.
Albert, Gail. Service Learning Reader.
Close Up Foundation. Current Issues.
Green, Jeff. Green Book.
Conners, Martin and Craddock, Jim. Video Hound's Movie Retriever.

II. Bibliography - Student books on loan from the Media Center for classroom use.

* See Elk Grove High School/Elk Grove Public Library list

III. Educational Films/Videos

* See Media Center list of choices

IV. Commercial Films/Video:

The Boxer
Dead Man Walking
Romeo and Juliet
Forest Gump
The Philadelphia Story
All The Presidents Men
An Early Frost
Billy Jack
Mississippi Burning
The Color Purple

The Long Walk Home
The Choirboys
The Onion Field
Barbarians At The Gate
The Killing Fields
Colors
The Birdcage
Cocoon
My Family
City Of Joy
The People vs. Larry Flint
To Kill A Mockingbird
The Young Philadelphians
West Side Story
The China Syndrome
Gandhi
Enola Gay
The Deer Hunters
Mr. Smith Goes To Washington
China Beach
Charlie Wilson's War

V. Literature/Language Arts

Fiction:

The Adventures Of Huckleberry Finn, Mark Twain
An American Tragedy, Theodore Drieser
The Awakening, Kate Chopin
Babbitt, Sinclair Lewis
Benito Cerano, Herman Melville
The Bonfire Of The Vanities
The Bostonians, Henry James
The Bridge Of San Luis Rey, Thornton Wilder
Catch-22, Joseph Heller
Cat's Cradle, Kurt Vonnegut, Jr.
The Color Purple, Alice Walker
The Essays Of Henry David Thoreau, Henry David Thoreau
A Farewell To Arms, Ernest Hemingway
The Grapes Of Wrath, John Steinbeck
Native Son, Richard Wright

Nonfiction:

Autobiography of Benjamin Franklin, The-Benjamin Franklin
The Addresses Of Abraham Lincoln, Abraham Lincoln
In Cold Blood, Truman Capote
Narrative Of The Life of Frederick Douglass: An American Slave, Fredrick
Douglass

Poetry:

The Bridge, Hart Crane
Leaves of Grass, Walt Whitman
Paterson, William Carlos Williams
The People, Yes, Carl Sandburg
THE Poetry Of Henry Wadsworth Longfellow, Longfellow
The Poetry Of Robert Lowell, Lowell
The Poetry Of Richard Wilbur, Wilbur

Drama:

Our Town, Thornton Wilder
The Skin of Our Teeth, Thornton Wilder

Art Works:

Retroactive I, Robert Rauschenberg
Flag, Jasper Johns
Migrant Mother, Claifornia, 1936, Dorothea Lange
Guernica, Pablo Picasso
Mechanical Elements, Fernand Leger

Songs:

Ten Years After, "I'd Love To Change The World"
Temptations, "Ball Of Confusion"
Bob Dylan, "Blowing In The Wind"
Peter, Paul, & Mary, "If I Had A Hammer"
John Lennon, "Imagine"
Stevie Wonder, "Living For The City"
Cat Stevens, "Peace Train"
Crosby, Stills, Nash, & Young, "Teach Your Children Well"
USA For Africa, "We Are The World"
Marvin Gaye, "What's Going On"
Cranberries, "Zombie"
Dan Fogelburg, "Face The Fire"
The Firm, "Radioactive"
Bob Dylan, "Masters Of War"
Dianna Ross, "Reach Out And Touch"
Helen Reddy, "I Am Woman"
POD, "Youth of a Nation"

VI. Resource People/Mentors/Organizations

Elk Grove Village Government (See Youth In Government Program)
State Rep. Terri Parke
Sam Amirante
Lions Club
Kiwanis Club
Rotary Club (
P.A.D.S. (Dick Penley)
Elk Grove Fire Department
Elk Grove Police Department
Circuit Court of Cook County
Plum Grove Health Care
Kenneth Young Centers
F.B.I.
United States Marine Corps
American Cancer Society
Peter Roskam
Christine Cegelis
Tammy Duckworth
Lindy Scott
Cheryl Axley

VII. Experiential Learning Opportunities

Youth In Government
Serve Our Seniors
Jerry Lewis Telethon
Civic Education Northwestern University
Close Up Washington D.C.,
Peer Jury
P.A.D.S.
Rolling Meadows Courthouse
Political Campaign Work
“Operation North Pole”
“Operation Christmas”
Salvation Army Bell Ringing
Vital Bridges
Shiela Ray Center
Mock Trials: “DUI”
Peace Pole
“Operation Angels”
Heart of the Marine
“Let Freedom Ring”
Teacher Aide Program
Alexian Brothers Medical Center
Community Character Coalition-Elk Grove
Institute of Global Ethics

VIII. Other Material

Library Resources:

CQ Reasearcher
Current Biography
Groilier
InfoTrac
Matter of Fact
Newsbank
Opposing Viewpoints
World Book Encyclopedia

Internet:

Interactive Democracy, www.cgx.com/id.html
The Jefferson project, www.startdot.com/jefferson
Karl Marx/Friedrich Engels Archives, csf.colorado.edu/psn/marx
Political Science Resources, www.keele.ac.uk/depts/po/psr.htm
United Nations Scholar's Workstation, www.library.yale.edu/un/unhome.htm
Women & Politics, www.westga.edu/~wandp/w+p.html
The Electronic TownHall, www.phoenix.net/~townhall/
<http://njaes.rutgers.edu/learnbydoing/weblinks.html>
<http://www.psd.k12.co.us/programs/partnership/servicelearning/websites.aspx>
<http://www.fiu.edu/~time4chg/Library/ideas.html>
http://www.civiced.org/index.php?page=civic_education_resources
<http://www.heartofamarine.org/>
<http://www.unicef.org/voy/index.php>
<http://www.corpschoolpartners.org/guide.shtml>
<http://www.alfiekohn.org/teaching/hnttv.htm>
<http://www.goodcharacter.com/dilemma/dilemma.html>
http://www.globalethics.org/resources/dilemmas/for_fear.htm
<http://charactercounts.org/pdf/reportcard/reportcard-all.pdf>
<http://werc.wi.gov/decisions/31243-B.pdf>
http://www.globalethics.org/trainers/resources/values_tracking_faxable.pdf
<http://provokeradio.com/>
<http://www.democracyinaction.org/dia/organizationsORG/NILC/campaign.jsp>
<http://www.workingforchange.com/comic.cfm?itemid=22425>
<http://www.nationalpriorities.org/Publications/Local-Costs-of-the-Iraq-War-4.html>
http://www.unionvoice.org/aftactivst/smp.html?show_subs=profile
<http://www.tolerance.org/teach/activities/activity.jsp?ar=867&pa=2&ttnewsletter=ttnewsgen-092707>
<http://www.cnvc.org/>
<http://www.cnvc.org/en/trainingcalendar/2007/4/22>
<http://antagonise.blogspot.com/2006/08/rage-against-machine.html>
<http://www.oxfamamerica.org/>
<http://www.wfp.org/english/>

Periodicals/Newspapers:

Time Magazine

Foreign Affairs

Education Week

Rethinking Schools

NewsWeek

Daily Herald

Elk Grove Times

Chicago Tribune

Resist

ZMag

Teaching Tolerance

Service Learning

What Is Service Learning?

According to the Complete Guide to Service Learning by Cathryn Berger Kaye, “Service learning connects school-based curriculum with the inherent caring and concern young people have for their world – whether on their school campus, at a local food bank, or in a distant rainforest.” The results provide lifelong lessons for the student, as well as foster a stronger society for us all.

This is what service learning looks like at Elk Grove High School:

Interested students complete an extensive training session on working with older adults. After completing the training, they read Tuesday’s With Morrie. Using the book and the training as a springboard, the class discusses issues related to aging (i.e., life cycle, ageism, Social Security). The students diagram the aging process on butcher paper, plot their own life cycle, and discuss their perceptions with the larger group before participating in intergenerational activities (Senior Olympics, A-Ok Program, Intergenerational Prom).

As part of the American Lung Association’s Teen’s Against Tobacco Use (T.A.T.U.) training, students gain knowledge on the dangers of tobacco use. Student teams learn how to facilitate the anti-tobacco message to younger children. Upon completing lesson plans, student teams visit seven local elementary classes in the community and teach 400 children the dangers of tobacco use.

Parents of U.S. Marine Corps soldier Philip Frank (KIA, April 2005) visit the classroom and provide background information on their son’s life. In addition, the family discusses the Heart of a Marine Foundation that has been established in honor of their son’s memory. Later, students read current news articles, discuss events, and watch video on the plight of the injured soldier. The youth plan a benefit concert attended by over 400 community members. The money collected is donated to the Foundation to continue their outreach efforts towards military personnel.

The teacher reads Harvest of Hope aloud to students interested in the immigration issue. Students conduct still frame photographs of memorable moments in the story and their work is then captured on camera. During the following lessons, students gain information on the Dream Act, as well as learn about the challenges undocumented students face. Youth collaborate on a series of videos highlighting the immigrant struggle. A scholarship fund is developed that will provide financial assistance to an Elk Grove High School student who seeks post-secondary education. Approximately \$250 is raised for the scholarship fund.

Service learning projects:

Turkey Bowl
“Passing the Peace”
Intergenerational Prom
Intergenerational Computer Training
VFW Poppy Day
Youth in Government
“Heart of a Soldier” concert
Lion’s Club Candy Day
Relay for Life
Senior Olympics
“People & Pooch Walk”
P.A.D.S.
WCPF Holiday Giving Tree (Walter Payton)

A-Ok Program
Teens Against Tobacco Use
Great American SmokeOut
“In the Shadows”
Kiwanis Peanut Day
GrenBall Tournament
Kiwanis Kid’s Day
Buddy Program
“Youth Depression”
Ethical Fitness Workshop
“Rocks & Roses”
Camp McClean
“Paczki Day”

Related Assignment: Students will journal their experiences, participate in discussion, and complete related activities (i.e., community action guides, project worksheets). A final group service presentation to the larger community will be developed to highlight reflections gained from the experience.

What are Service Internships?

With faculty guidance, students will choose a service site that will allow them to learn about themselves and their community. For a minimum of three hours a week, for 18 weeks, students will be engaged in the work of a local community agency, school, or other organization. In addition to hands on work, time at the agency site will be spent observing, listening, and engaging in dialogue with community members.

One of the purposes of the community placement is to afford students direct experience in a community or sector of a community with which they do not have previous experience. The topics this section will focus on will be communication, citizenship development, and career specific competencies related to the position. Several community agencies have agreed to serve as site placements for this section. Students will have the opportunity to learn more about the community outreach and their mission from class discussions, field experiences, and research.

Time spent in the classroom and in the community is of equal importance.

Community Agencies serving as site placements:

Alexian Brothers Medical Center (ABMC)	Ridge Elementary School
Alexian Center for Mental Health (ACMH)	Elk Grove Police Dept
Elk Grove Fire Department	Vital Bridges
Salt Creek Elementary School	Village of Elk Grove
Grove Junior High School	Elk Grove High School
American Cancer Society	Sheila Ray Center
Heart of a Marine Foundation	Elk Grove Park District
Illinois 6th Congressional Senator Dan Katowski	
U.S. House Representative Peter Roskam	

Related Assignments: Students will journal, discuss, and complete selected portfolio assignments. A final service presentation highlighting key reflections will be required.

The Essential Elements of Service Learning

Integrated Learning

Students learn skills and content through varied modalities; the service informs the content, and the content informs the service.

Meeting Genuine Needs

Students identify and learn about a recognized community need. Student actions are valued by the community and have real consequences while offering opportunities to apply newly acquired academic skills and knowledge.

Youth Voice and Choice

Students experience significant age-appropriate challenges involving tasks that require thinking, initiative, and problem solving as they demonstrate responsibility and decision-making in an environment safe enough to allow them to make mistakes and to succeed.

Collaborative Efforts

Students participate in the development of partnerships and share responsibility with community members, parents, organizations, and other students. These relationships afford opportunities to interact with people of diverse backgrounds and experience, resulting in mutual respect, understanding, and appreciation.

Reciprocity

Student benefits evolve through mutual teaching and learning, action, or influence between all participants in the learning and serving experience; this reciprocity extends to relationships between institutions as well as relationships between people.

Systematic Reflection

Students put cognitive and affective aspects of experience into the larger contexts of self, the community, and the world. Reflection may occur before, during, and after service and involves various approaches and strategies; adults and fellow students provide feedback.

Civic Responsibility

When young people have a role in improving society, working for social justice, and caring for the environment, then they truly understand the concept of democracy. Students recognize how participation and the ability to respond to authentic needs improves the quality of life in the community, which may lead to a lifelong ethic of service and civic engagement.

(Source: The Complete Guide to Service Learning by Cathryn Berger Kaye)

Benefits of Service Learning

Improved Academic achievement

Stronger ties to schools, communities, and society

Increased student engagement

Improved social behavior

Adds credentials to the student's resume

**Develops life skills and attitudes necessary for success in the workplace
and society**

Improved character

Positive school environment

Increased community support of schools

Exposure to new careers

Increase scholarship opportunities

Uses the latest in technology to enhance student skills

Challenges students' to make a difference in the world

PUBLIC SERVICE PRACTICUM
795 CR/SEM: 0.5
COMMUNITY RESOURCES
659 CR/SEM: 0.5

INSTRUCTOR
OFFICE:
E-MAIL:

OFFICE:
FAX:
OFFICE HOURS:

Required Materials:

A spiral notebook is required for reflections, artifacts, artwork, quotes, class notes, bibliographies, web addresses, and pearls of wisdom.

I recommend a folder with pockets to keep all of the handouts, magazine articles, and information that will be distributed throughout the year.

Grading and Attendance policies:

Your grade in PSP will be based on the following percentages:

Support of Community.....	20%
Written Assignments.....	40%
Projects.....	40%

Your grade (optional) in Community Resources will be based on the following:

Support of Community.....	25%
Reflection Tool.....	25%
Hours (70)	25%
Weekly Field Report.....	25%

Support of Community

We value the creation of a community, which comes together to learn from shared experiences. Your obligation to the community can only be fulfilled by regular, punctual attendance and constructive participation. Attendance, punctuality and support of the community will figure significantly in the final grading process.

Final Thoughts:

You are encouraged to create your own learning situations (internships, field experiences, career treks, volunteer community service projects). Should you have an idea, you are encouraged to share it with the instructor. Over the years, students who have created their own projects have made the most significant contributions to the program.

“Imagination is more powerful than knowledge.”

- Albert Einstein -

Welcome!

Thank you for enrolling in the Public Service Practicum program. You are part of a rich tradition dating back to 1976 when the first class of PSP students enrolled in this social studies elective program. Since that time, hundreds of young men and woman have explored career fields, volunteered for community projects, and most importantly, have made a difference in the lives of others.

As teacher and coordinator of the program, I am often asked to measure the value of this program. It is a difficult question to answer because how does one measure the impact of helping your fellow man? For example, a student working at the teen crisis line stayed with a caller who was threatening to commit suicide. The crisis line volunteer talked with the young man until the call was traced and police could intervene.

Hopefully, you won't be placed in a situation where you have to save a life. Perhaps your contribution will come in the form of a big brother/sister to an at-risk elementary student as part of the Buddy Program. Or, maybe in role as teacher aide, you will motivate a student to find success in school and change his/her life course. Of course, you won't know what difference you can make unless you reach out and extend your hand.

The Public Service Practicum guide has been developed so that you can understand the opportunities this unique learning experience can provide. In it, you will find important information that defines the course. Words such as Service learning and community resource are used interchangeably throughout the guide. Please do not be confused by the terminology as they define essentially the same concept. Bottom line, whether we call it Service learning, Public Service Practicum, or Community Resource, the mission remains the same: To harness the collective talents of a small group of thoughtful, caring, committed people for the purpose of changing the world.

Let the fun begin!

Section IV

Some Things You Should Know In The Development of Public Service Internships

Identification of public service resources can be difficult. U.S. Department of Labor can be useful. In addition, county, township, and local governments, business leaders, labor unions, and community service organizations should be contacted.

The nature of the practicum internship experience requires attendance on a regular basis for passing the course. If the student is unable to attend the training station activity, it is his or her responsibility to contact the public service trainer. If the trainer is not available, the practicum coordinator should be contacted.

The student must understand and respect the confidential nature of the internships experience. Confidential information and/or discussions at the training station must remain confidential. The failure to do so can result in the loss of that resource and the benefit future students could derive from that learning experience.

Misunderstandings as to the nature of the internship experience, for the most part, can be avoided if the student, public service trainer, and coordinator review the training plan and what is expected of all people.

Maintaining student interest in the program could cause a problem. Once the novelty wears off, or problems develop, a student may find it more convenient to attend all classes in the building rather than travel to and from the training station. As a result, the practicum coordinator must show and feel a personal concern for the internship experience. The coordinator must communicate well with students and make suggestions to improve the experience. At the same time, the coordinator should make regular calls to the training station so the public service trainer is aware of the coordinators concern for a good student-learning situation.

During visits, the coordinator should make suggestions to improve the students experience e.g. request assistance in the selection of material for improving the classroom instruction, indicate areas that the public service person can train the student, discover any future experience of the training station that the student can participate. The weekly Community Resource Report form is submitted each week and may help the coordinator in evaluating each student's experience.

Recruitment of students into the Public Service Practicum should involve communications with the Junior High Schools that feed into the high school in order to create an awareness of the internship experience. At the high school, the coordinator should keep counselors, teaching staff, and administration informed about the program. In this way, students showing an interest in the practicum internships can be referred to the program coordinator. It has been this coordinators experience that the most effective recruitment tool is the student currently enrolled in the Practicum. Over the years, I used current Practicum students to recruit those students who they feel would benefit from the experience.

A good public relations program will do much to relieve potential problems. School board presentations, program brochure, and news releases should occur. Practicum certifications or plaques should be given to training stations at the end of the year.

Individual field experiences, besides the regular class field trips, are a good supplement to the regular internship experience. Students learn more when they area actively involved for a long duration in a learning experience and a full day with a lawyer, mayor, or building inspector for example can provide the opportunity to see what the public service occupation consists of as well as the daily decisions that must be made.

Student transportation is an essential part of the practicum program. The student is responsible for his or her own transportation. In the even the student does not have adequate transportation, the use of school buses, cabs, and trains are all options.

Insurance coverage is necessary for students serving internships in the Public Service Training stations away from the school's premises. It is imperative that the coordinator request the school administration to contact the school's insurance agent to notify him/her that the practicum is an extension of the school program into the community. As a result, off campus training of students may take place at any time during or outside of the traditional school hours. Thus, the training station is not liable for student injuries. The district's certificate of insurance should be on file with the public service training stations.

It is essential for the school administration to provide supportive service to the program and sufficient time during (and when necessary, in lieu of) the school day for essential coordination activities of the coordinator.

Public Service Internships

What follows are examples of student areas of interest and possible internships:

Areas of Interest

Law

Public Service Placement

Police Department

Lawyer

Consumer Protection Agency

State's Attorney

Clerk of the Court

Journalism

Public Relations or Political

Consulting

Politics and Lawmaking

State Representative

State Senator

Village Trustee

Recreation

Park District

Library Administration

Public Library

Management

Village Manager

Social Work

Village Community Service

Department

Nursing, Medicine, and

Food Nutrition

Village Health Department

Firefighter and Paramedic

Fire Department

Accounting

Village Finance Department

Teaching

Elk Grove Day Care

Public/Private School sector

2007-2008 Public Service Practicum Annual Report

<u>Activity</u>	<u>Action</u>	<u>Result</u>
“Harvest of Hope“- School and community food drive	Working in partnership with Student Council, student’s produce videos, create posters, and write press releases to publicize the event. Students organize a “tag-and-bag” community pickup, solicit local businesses for donations, conduct fundraisers (Jarosh Bakery Cookie sales, advisory loose change donations, and class penny wars), and sell Turkey Bowl t-shirts. Money collected from these events was used to purchase additional food items.	Approximately 16,000 food items are collected for the following agencies: Vital Bridges, Des Plaines Food Pantry, Elk Grove Township Food Pantry, Elk Grove Food Pantry. The 13th Annual Turkey Bowl football game between faculty and the senior class was postponed as because of poor weather conditions.
A-OK Program- Intergenerational Mixer	Students provide low maintenance home repair for older adults. Duties include raking leaves, cleaning gutters, and painting.	Four clients in the Elk Grove, Mt. Prospect, and Arlington Heights communities receive service.
“Rampart & Roses”	USA Troop Support	Students produce 10,000 tribute cards for military personnel serving in Iraq and Afghanistan.

“Yellow Ribbon”-
Suicide Prevention

Working in partnership with Peer Helpers, students’ develop public service announcements, create posters, and distribute suicide awareness information to students and staff.

2,000 students and staff receive information and resources relating to suicide prevention. Alexian Center for Mental Health invite students to a community forum facilitated by Illinois House Rep. Kathy Ryg. Information gained from the forum will be used to enhance school-wide efforts on a state level.

“Senior Olympics”-
Intergenerational
Mixer

Students and older adults from the Sheila Ray Center in Elk Grove Village participate in the annual Senior Olympic event pairing students with older adults in a variety of events including Jenga, Bozo Buckets, billiards, Connect Six, bag toss, and Pictionary.

Elk Grove defeats Hersey High School and the seniors from the Arlington Heights Senior Center for the prestigious “Golden Cup” Trophy.

Howard Family-
Fundraiser

Students organize an Advisory collection for the Howard family.

\$1,200 was collected by Elk Grove High School staff and students. Kiwanis Club of Elk Grove hear about our efforts and contribute an additional \$500.00.

Elk Grove High School Football Concessions

Twenty-six students assist with concession sales.

\$1,000 was raised for PSP. The money raised will be used to fund the community efforts throughout the school year.

Anti-tobacco Education – American

The American Cancer Society works with students to organize a school-wide anti-tobacco program. Jim Deder, a national expert on drug prevention education speaks to students as part of their physical education class. Students distribute flyers to local businesses marketing cessation classes offered by Elk Grove Village. Public service announcements, posters, and press releases are used to promote the event.

1,200 students Great pledged not SmokeOut to smoke; 3 joined a smoking cessation program; 1,900 receive the anti-tobacco message. 60 volunteers were registered for the American Lung Association Teens Against Tobacco Use program (T.A.T.U.).

Elk Grove High School-
Service Over
Self

Students assist the school in a variety of projects including writing and math center tutors, peer helpers, and open house events.

American Lung
Teens Against Tobacco
Use (T.A.T.U.)

Twenty-eight students receive training that will allow them to conduct anti-tobacco sessions to younger students at the elementary and junior high school levels.

“Passing the Peace”-
Clearmont
Elementary School

Eighteen students participate in this world celebration of peace.

Students presented Clearmont school with a peace pole for their peace garden. Over four hundred students and adults attended the ceremony. Since 9/11/01, 32 peace poles have been donated to public service agencies and schools throughout the Chicagoland area.

Kiwanis Peanut Day

Thirty students raised donations through peanut sales.

Students volunteers raised \$540 for the Elk Grove Kiwanis Club. Funds will be used by Kiwanis Club to support local programs impacting youth.

Grove Junior High School - Camp McClean

Twelve students were selected to work as camp leaders during this three-day camp.

Over 100 junior high students participated in this experience.

Military Food Packages

Students donate items that are needed by troops in the field.

80 lbs. of supplies are shipped to soldiers serving in Iraq.

Intergenerational Training - University of Illinois Extension

Maureen Statland from the University provided intergenerational awareness training for high school students participating in the A-OK program and other intergenerational projects throughout the year.

Thirty-eight students complete the four-hour training session. Students who complete the training will assist the A-OK program.

“Buddy Program”-
Rupley/Salt Creek
Elementary School

Student mentor program
designed to provide a
positive role model for
at-risk elementary students.

Eighteen students
are currently being
served by our
high school buddies
ranging in
activities from
lunch to bowling.

“Gren Friends”-
School

Future educators are
gaining valuable experience
working as teacher interns for
students ranging from
K-5th grade.

Over forty-five Ridge
students receive
one-on-one tutorial,
large group
instruction, and
homework help
from the high
school helpers.

“MixItUp”-
Diversity
Day

In an effort to cross
barriers, students organize
mixers such as sitting
at a different location at
lunch and playing games
such as “Guitar Hero.”

“PC Pickup”-

Six students assist with
a community-wide
computer drop-off program.
PC’s and other equipment
will be refurbished
and donated
to military veterans.

Tons of
computer
equipment is
collected in
one day
event.
In addition,
\$2,000
is collected in
donations.

“First Judge” - Cook County Clerk’s Office, Illinois

First Judge provides a hands-on way to make a difference in the community. Judges are responsible for assisting voters and supervising polling place activity.

Twenty-six students received training that will allow them to be election judges for the upcoming Primary election held on February 5, 2008.

“First Voter” - Cook County Clerk’s Office,

First Vote provides students the opportunity to be deputy registrars.

Twenty students were sworn in and assumed the duties of a deputy registrar. Forty-five voters were registered to vote in the upcoming Primary.

Community Character Coalition-Elk Grove

Thirteen students assist local firefighters and police officers in locating character clues hidden throughout the local community.

Over 75 elementary students in the local community participate in this character building event.

Heart of A Marine Foundation

Students collect donation for the Heart of A Marine cane project. Money collected will purchase canes for disabled soldiers.

\$340 was raised. 15 canes were purchased and given to the soldiers.

Elk Grove Park District-
Halloween Fest

Approximately forty-five students assist the Elk Grove Park District in their annual community Halloween event.

Over 1,000 people attend the event; \$1,3000 is collected from the silent auction. The money collected was matched by an anonymous donor. All proceeds collected from the event will be donated to the “Let Freedom Ring” scholarship fund. This fund honors the memory of those Elk Grove residents who have been killed in the war effort.

Golden Apple Scholar
Award

The Golden Apple Scholar recognizes high school students interested in pursuing a career in teaching. The Golden Apple Foundation commits to paying thirty percent of the Scholars tuition as well as provide extensive teacher mentoring throughout their post-secondary experience. In return, the Scholar agrees to work in a school of need. The Golden Apple Scholar program is the largest pre-service teacher-support program in the nation.

3 students are nominated for the award. In the past six years, 5 PSP students have received this honor.

“Out of the Darkness”	Students assist the annual walkathon to promote suicide awareness and fund outreach programs.	Over \$100,000 is collected from this event.
Teacher Aides	Students explore the career field of teaching by working as a teacher’s aide. Responsibilities include one-on-one tutorial, grading, and assistance in classroom management.	Six students work as teacher aides at the high school level.
Tribute to the Des Plaines Firefighters and Police Officers	Students sign a banner thanking the contributions Des Plaines firefighters and police officers have made to the community. The students presented their banner to public service officials on 9/11/07.	
Alexian Brothers Medical Center- Women and Infants	Ten students work as volunteers for Alexian Brothers Medical Center. Students explore their career field by working hands-on with professionals in the field. In addition, students assist the hospital in a variety of areas including security.	

“As long as you live, keep learning how to live.”

-Lucius Annaeus Seneca (c. 4 B.C. - A.D. 65)

Philosopher and statesman

2006-2007 Public Service Practicum Annual Report

Activity	Action	Result
“Youth Depression” Education –	Working with Alexian Center for Mental Health counselors, students develop public service announcements focusing on youth depression.	Students produced and air four videos during morning announcements.
Elk Grove Day - Parent Handbook	Students translate the Parent Handbook from the English to Spanish.	Spanish version of Care Parent Handbook was reproduced. Four students assisted with this project.
Second Annual- Senior Olympics	Twenty-four students and twelve active adults from the Sheila Ray Center compete against Hersey High School and Arlington Heights Senior Center in an intergenerational mixer.	Hersey defeats Elk Grove to retain the Golden Cup Award.
Ethical Fitness Training -	Ethical fitness training focusing on teambuilding, core value development, and situational ethics.	Approximately forty-four students participated in this two-week situational training.

Passing the Peace-
Brentwood Elementary
School

Nine students participate
in this world celebration
of peace.

Students present
Brentwood students
with a peace pole for
their peace garden.
Over four hundred
students and adults
attend the
ceremony.

Kiwanis Kid's Day

Eight students volunteered
to work street corners and store
fronts in Elk Grove Village.

Students and adult
volunteers raised
\$1,200,
\$250 of the amount
collected was given to
an Elk Grove High
Student for a college
scholarship. The
remaining proceeds will
help fund local projects
targeting children in
the community.

Rupley/Salt Creek
Elementary School-
Buddy Program

Student mentor program
designed to assist
at-risk elementary students.

Sixteen students are
paired with elementary
students for the
purpose of providing a
positive role model.

Ridge Elementary
School- Buddy Program

Student mentor program
designed to assist at-risk
elementary students.

Twenty-two students
are paired with
the students ranging in
grades K-5. The event
culminates with a trip to
Lincoln Park Zoo.

American Cancer

Students produce videos

Thirty-two teams

Society- Relay for Life

raising cancer awareness and marketing this school-wide event. Students worked with ACS volunteers to register students and faculty teams.

registered to participate in the June 8, 2007 event.

“Heart of a Soldier”- Community Concert Fundraiser

Students organize a benefit concert. Members of the school and the community including the Ambassador of Fun Band, Town Criers, and Orchestis participate.

\$1,200 is collected in ticket sales. All proceeds are donated to the Heart of a Marine Fund. This fund assists military personnel and their families.

“GrenBall III”- Tournament of Champions

Thirty-two teams register for a dodge ball tournament.

\$1,150 is raised by students and donated to the Heart of a Marine Fund.

Youth In Government- “District 214 School Board Forum”

Incumbents as well as challengers participate in this open forum focusing on issues as they relate to school board elections.

Approximately 800 attend the event.

Anti-tobacco
Education - Teens
Against Tobacco
Use (T.A.T.U.)

Teen facilitators taught local
students the dangers of
tobacco use.

Approximately 550
students from five
elementary schools
were exposed to the
anti-tobacco
message.

Intergeneration
Prom- District
214 Community
Education

Young and older adults
gathered at Forest View
Educational Center for
an intergenerational prom.
Five students served on the
planning committee and
were instrumental in the projects
success.

Over 100
people participate in
this intergenerational
mixer.

“Sermka”-

Students had an opportunity to
meet with Sammy Skobel to
discuss his life and athletic
accomplishments as a blind
athlete.

Students produce a
DVD highlighting
Mr. Skobel’s
career as a professional
roller rink player.

Passing the Peace-

Twelve students participate
In the peace pole celebration.

Approximately 500
students, parents, and
Community members
attend the celebration.

Elk Grove Village -
Police/Fire
Practicum

Students explore careers
in Public Service through
this hands-on career
exploration program.

Six students
participate in this
semester internship
program.

VFW Elk Grove -
"Poppy Day"

Eight students raised
money for the local VFW.

Approximately
\$350.00 is collected.

Junior Achievement
Program

Working with area business
professionals, students learn
how to organize and operate
a small business. Students serve
as project managers, marketing
& Sales, finance, and information
technology.

Over \$3,500 was raised
for various charitable
organizations including
the Heart of a Marine
Foundation and a
school scholarship
fund for non-
documented students.

Teacher Aides

Ten student work in area
schools as classroom assistants
responsible for small/large
group instruction, peer tutoring,
and classroom management.

Lisa Friedenfelds
receives the
prestigious Golden
Apple Scholar Award.
Lisa is the fifth teacher
aid to receive the
award in the past six
years.

Elk Grove
Park District- Family
Fun Night

Student volunteers help
organize and operate games
games for the local children.

Eleven students
assist with the
fun night.

"Paczki Day"-
Jarosch Bakery

Students assist Jarosch
Bakery in the annual
event. Students' learn concepts
related to small business operations
as well as assist staff in various store
functions.

Approximately
twenty-two students
participate in this
experience.

2004-2005 Public Service Practicum Annual Report
First Semester
August - January

Activity	Action	Result
Suicide Prevention Education – Yellow Ribbon Program	Working with school counselors, students develop public service announcements promoting suicide-prevention strategies.	Students produced and air five videos. School-wide. Peer Helpers educate students on suicide prevention steps.
HIV/AIDS fundraiser and awareness program Vital Bridges	Students organize a football game between faculty/alumni and the senior class. Students produce posters and videos on HIV/AIDS awareness. Vini’s Pizza assists with the fundraiser by sponsoring t-shirt sales.	\$480 raised in donations; 1,400– food items were collected; faculty wins, raising record to 10-1.
A-OK Program	Thirty-two high school students receive intergenerational training. Twenty-six assist with low maintenance home repair.	Ten clients in the Elk Grove, Mt. Prospect and Arlington Heights communities receive service.
Elk Grove Park District- Halloween Fest	Approximately twenty-five students assist the Elk Grove Park District in their annual Halloween event.	Over 500 people attend the event; \$4,742 collected from the silent auction; \$9,458 raised as a result of the raffle. All proceeds are donated to the “Let Freedom Ring” fund.

Salt Creek
Elementary-
Latino Parent
Organization

Students provide
supervision for the
children of the parents
who attend.

Student volunteers
will assist throughout
the school year.

“Soldiers Angels”

US Troop Support

Students produce
1,000 holiday cards
for military personnel
in Iraq and
Afghanistan.

First Annual-
Senior Olympics

Twenty-four students and
twenty-four active adults from
the Sheila Ray Center
compete against Hersey
High School and Arlington
Heights Senior Center in
an intergenerational
mixer.

Hersey defeats
Elk Grove on
controversial
tiebreaker; Principal
DeRosa forced to
wear Hersey brown
and orange.

Ethical Fitness
Training - Community
Character Coalition -
Grove

Ethical fitness training
focusing on team-building,
core value development,
and situational ethics.

Approximately
forty-eight
elementary students,
ten high schools, and
nine adults
participated in this
day-long workshop.

Youth In Government-
Senator Cheryl Axley

Students assist in a political
fundraiser held at Yanni’s
Restaurant in Arlington
Heights.

Four students
participate in the
event .

Immigrant Justice
Convention-
Navy Pier

Tolerance Education

Two students attend political rally focusing on immigration issues. Students will produce a series of videos focusing on legislation involving the Dream Act.

Elk Grove High
School Football
Concessions

Twenty-six students assist with concession sales.

\$1,200 is raised for the PSP program. The money raised will be used to fund service projects throughout the year.

Kiwanis Club-
“Let Freedom
Ring”

PSP classes address, collate, and seal envelopes that will be mailed to businesses in Elk Grove.

Students produce 550 letters in a three hour period. Money collected from this mailing will be used to support the Elk Grove Soldier Memorial.

Kenneth Young-
“Keeping Doors
Open”

Seven students attend the anniversary celebration.

Students present KYC with a peace pole.

Anti-tobacco Education –
Great American
SmokeOut

American Cancer Society works with students to organize a school-wide anti-tobacco program.

390 students pledged not smoke; 0 join smoking cessation program; 1,900 receive the anti-tobacco message.

Elk Grove Farmhouse
ElkMuseum

Six students participate
in the annual fall festival.

Students taught
Grove children the
art of corn husk doll
making and other
crafts associated with
early farm life.

Passing the Peace-
Holmes Junior High
School

Nine students participate
in this world celebration
of peace.

Students present
Holmes students with
a peace pole for their
peace garden. Over
six hundred students
and adults attend the
ceremony.

Kiwanis Peanut Day

Forty-eight students volunteered
to work street corners and store
fronts in Elk Grove Village.

Students and adult
volunteers raised
\$15,349,
\$8,000 of the amount
collected was donated
to the Elk Grove
Troop Memorial
fund. The remaining
proceeds will help
fund local projects in
the community.

“Let Freedom
Ring”

Hoskin’s Chevrolet donated
Jessica Simpson concert tickets
for raffle purposes.

Students sell raffle
tickets and raised
\$158 for the fund.

Grove Junior High
School- Camp
McClean

Twelve students were selected
to work as cabin leaders
during the two-day camp.

Over 100 junior high
students participated
in this event.

