







Only 22.7 percent of eligible voters voted in the 11/19 election in NYS

53% of Americans think undocumented immigrants have no rights under the U.S. Constitution

Only 26% of Americans can name all three branches of government.

New York State ranked 47th in the nation in voter turnout



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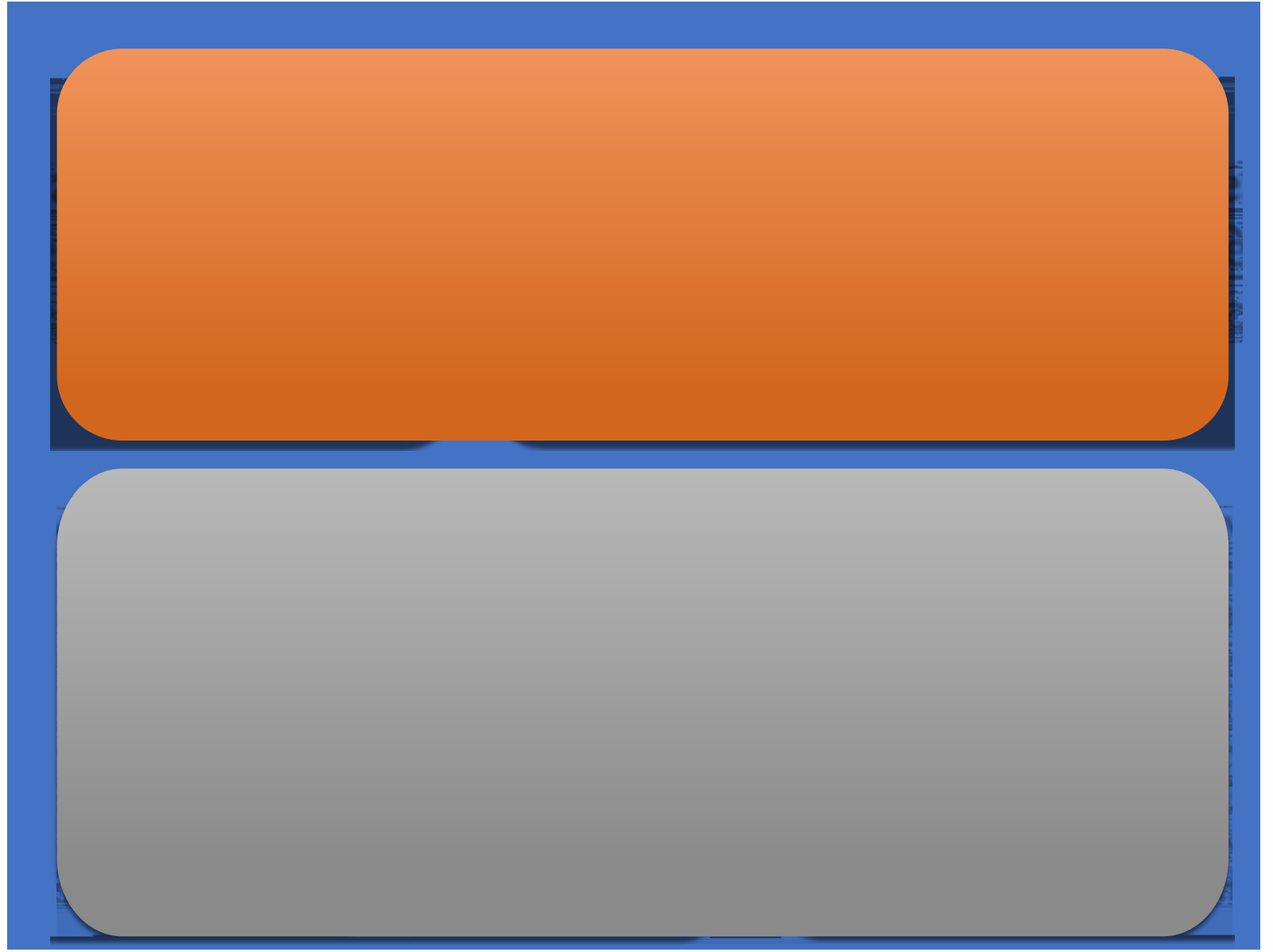
Sample Civic Readiness Content Specifications



- Kindergarten- Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination).
- Second Grade- Students will participate in voting within the classroom and in school, as appropriate. Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).
- Fourth Grade- Students will discuss active citizenship and adults' responsibility to vote, to understand important issues and to serve on a jury
- Seventh Grade- Students will identify the individual rights of citizens that are protected by the Bill of Rights. Students will investigate examples of early 19th century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform
- Eighth Grade- Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled and the LGBT community
- Eleventh Grade Students will trace the following efforts in terms of issues/goals, key individuals and groups and successes/limitations
 - Brown Power (Chicano movement) e.g., Cesar Chavez, United Farm Workers
 - Student rights (e.g., Engel V. Vitale (1962), Tinker V. Des Moines SD (1969), NJ V. TLO (1985))
- Eleventh Grade- Students will evaluate the USA Patriot Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs





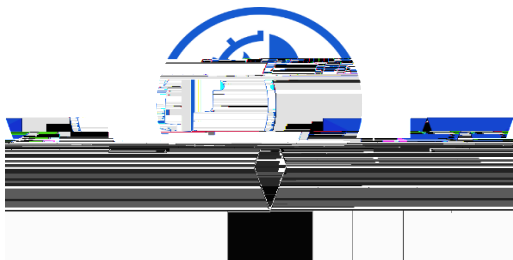






Demonstrate a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. These may include inequities within our democratic system at the federal, state and local level. Students should know how to apply this knowledge to different circumstances and settings.

Demonstrate a broad array of critical analytic, verbal, communication, media literacy and other skills and participate in a wide variety of actions. Students should practice such actions both inside and outside of school on a regular basis.



Demonstrate the mindset of a participant in a democratic society. A civic mindset is a commitment to democratic interpersonal and intrapersonal values, virtues, attitudes, and beliefs and informed actions that promote and facilitate meaningful participation in civic life. It is an understanding of self as part of and responsible to larger social groups.

Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings and ways—inside and outside of the classroom, across content areas, and for multiple purposes. Civic Readiness should be promoted by engaging students in relevant experiences that include students as active participants





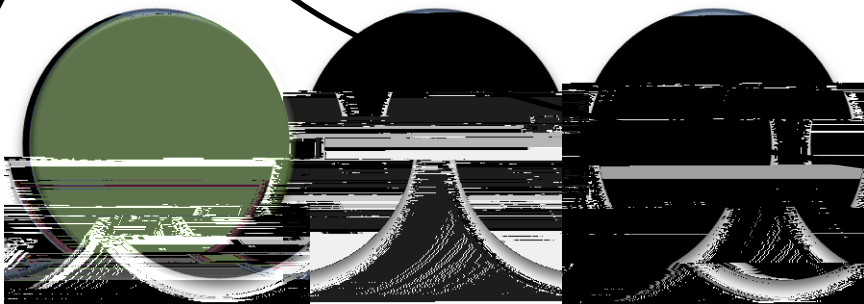




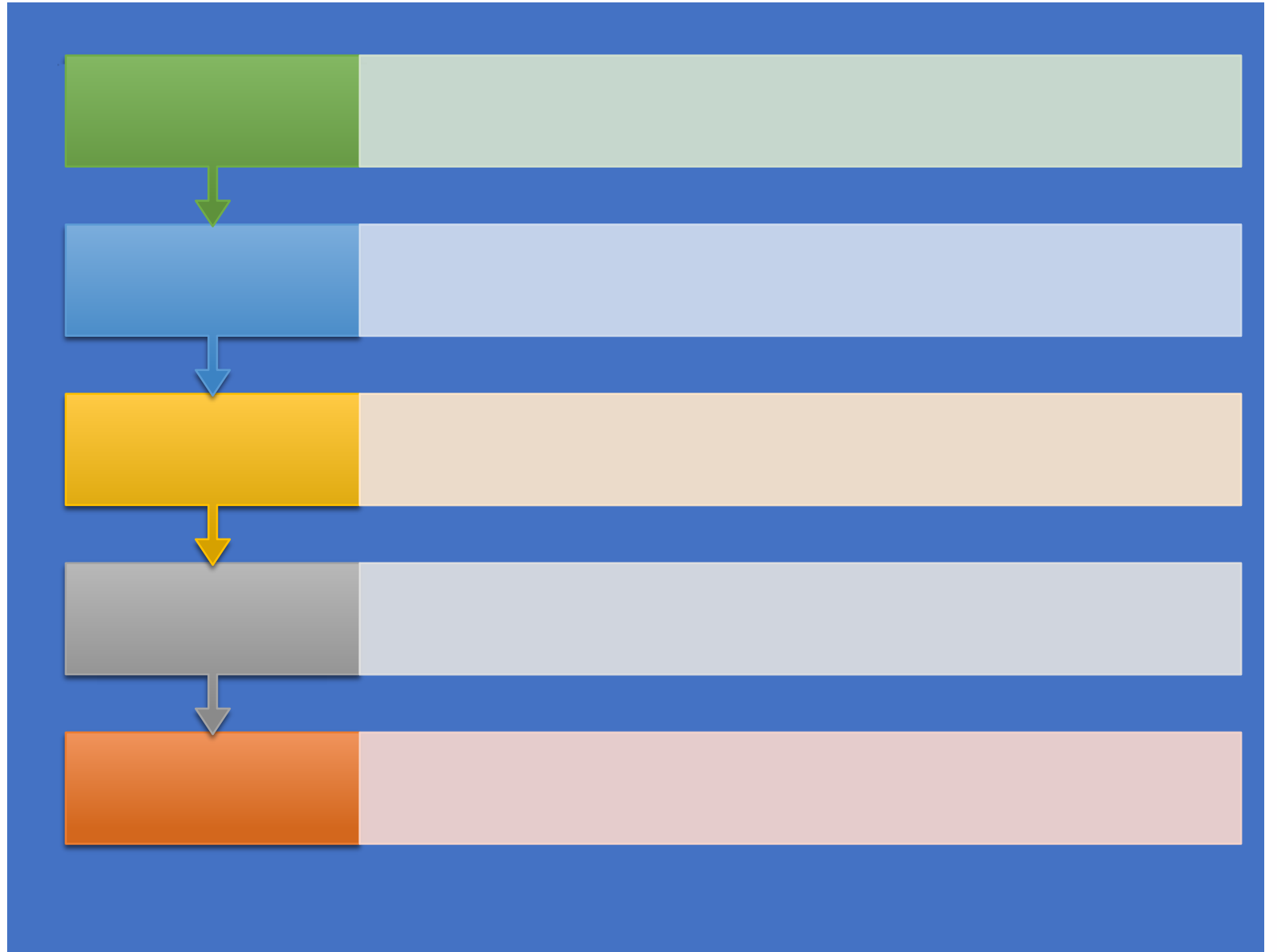


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All students must pass
4 Required Regents Examinations:
One in each discipline



+1



Future Action



Puerto Rican/Hispanic Youth Leadership Institute



