

**The Status of  
Civic Education in Michigan:**  
*Results from the Survey of Civic Education  
in Michigan Schools*

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**Prepared for**  
*The Michigan Coalition on Civic Education  
on behalf of  
The Michigan Campaign for the Civic Mission of Schools*

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# Executive Summary

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The Michigan Coalition on Civic Education (the Coalition) is a broadly inclusive group of concerned individuals and organizations seeking to enlist the support of government, education, business, law, parent, and service groups to renew civic education in Michigan. (See Appendix A.) In November 2004, the Coalition was awarded a grant from the Campaign for the Civic Mission of Schools—funded by Carnegie Corporation of New York, the John S. and James L. Knight Foundation, the Annenberg Foundation, and the Bill & Melinda Gates Foundation—to create the Michigan Campaign for the Civic Mission of Schools (the Michigan Campaign). One of the goals of the Michigan Campaign is to advance public awareness of and support for enhanced and improved civics education through research, media, public input, and dialogue. *The Civic Mission of Schools* (CMS), a report issued by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE), identifies six “promising approaches” as best practices to improving civic education. The Michigan Campaign sought to determine to what extent these approaches are being used in our state.

In May 2005, the Coalition engaged Public Sector Consultants Inc. (PSC) to conduct a Web-based survey of Michigan schools including public schools, public school academies, charter schools, and private/parochial schools. A letter was sent to all schools inviting their participation. The survey resulted in 369 completed responses and is intended to draw a baseline from which progress in civic education in the state can be determined.

It is clear from this survey that schools do engage in civic education to varying extents and that overall, educators are fairly satisfied with the various resources that they have to engage students in civic education.

## **THE STATUS OF CIVIC EDUCATION IN MICHIGAN**

The survey shows that the role of civic education in the overall scheme of education is not paramount in educators’ minds. For example, a majority of survey respondents say that civic education plays a “limited role” in achieving their school’s mission and goals (55 percent). One-third of respondents say that civic education plays “an integral role,” while 13 percent see “little or no role” for civic education in helping their school accomplish their mission or goals.

Few schools are familiar with *The Civic Mission of Schools* report. No respondents said that they are familiar enough with the CMS report to implement its recommendations. Just 17 percent of the schools say they are “somewhat familiar” with the report or have heard about it, and an overwhelming 83 percent are completely unfamiliar with the CMS report.

Michigan schools currently provide civic education through social studies curricula in elementary and middle school grades and in high school, most often within three courses: civics, American government, and American history. The amount of instruction increases with grade level. Kindergartners receive an average of 7.8 weeks of instruction compared

with 12.2 weeks on average for eighth graders. Most high schools in the sample have a civic education requirement.

Overall satisfaction with the various resources or opportunities for improving or maintaining civic education is high for the most part. Respondents are most satisfied with social studies standards, administrative support, access to online materials, and the availability of classroom materials (60 percent of respondents or more express satisfaction). Respondents are least satisfied with the opportunity to network with other professionals (36 percent) and state-mandated testing as it contributes to civic education (16 percent).

Although overall satisfaction is relatively high, there is room for improvement. Less than one-fourth of respondents report the highest level of satisfaction for the resources and opportunities that can help them maintain or improve civic education. Of particular note is the availability of effective classroom materials—while 60 percent of respondents are satisfied with the availability of effective classroom materials, just 17 percent are “very satisfied.”

Improving the materials available to schools is considered the greatest potential improvement to civic education—71 percent of respondents say that improving access to and the quality of classroom materials would be “very helpful” to improving civic education in their schools. Respondents also believe that access to online materials and services (60 percent), grade level content expectations (59 percent), and more extra- or co-curricular activities (54 percent) would be “extremely helpful” in improving civic education in their school.

While nearly half of respondents rate their school’s resources “good” (44 percent), just 9 percent rate their resources “excellent.” More than one-third (34 percent) find their school’s resources “fair,” and 12 percent think that their school’s resources are inadequate—10 percent rate them “below average” and 2 percent think they are “poor.”

## **EXPOSURE TO OUTSIDE OPPORTUNITIES AND PERSPECTIVES**

Most schools (96 percent) offer opportunities for students to discuss current events or public issues in the classroom. However, less than half of respondents report that their school provides support for professional development activities for teachers or staff about how to incorporate such discussions or has a policy regarding the introduction of such topics (44 percent).

Field trips are another means to engage students in civic education. The most popular field trips are to the state capitol (46 percent of reporting schools have taken students there), the local or circuit courthouse (41 percent), or the Michigan Museum (31 percent). Less than 20 percent of schools go to county commission or other local government meetings (16 percent), or elsewhere (15 percent), and only 2 percent of schools have taken students to the Supreme Court Learning Center.<sup>1</sup>

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<sup>1</sup> It is important to note that compared to the other venues, the Supreme Court Learning Center has been open a much shorter period of time (three years).

In contrast, more than three-fourths of respondents (78 percent) use guest speakers for topics related to civic education.

# Introduction

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The Michigan Coalition on Civic Education (the Coalition) is a broadly inclusive coalition of concerned individuals and organizations seeking to renew civic education in Michigan. It includes educators, civic education providers, advocacy organizations, government agencies, legislators, school board members, student leaders, and others interested in ensuring that future generations have the necessary knowledge and interest to maintain democratic institutions. (See Appendix A for a roster of members.) In November 2004, the Coalition was awarded a grant from the Campaign for the Civic Mission of Schools—funded by Carnegie Corporation of New York, the John S. and James L. Knight Foundation, the Annenberg Foundation, and the Bill & Melinda Gates Foundation—to create the Michigan Campaign for the Civic Mission of Schools (the Michigan Campaign). One goal of the Michigan Campaign is to create public awareness of and support for enhanced and improved civics education through research, media, public input, and dialogue.

Using the promising approaches identified in *The Civic Mission of Schools* (CMS), a report issued in 2003 by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE) as a road map, the Coalition has the following goals for its work in Michigan:

- Raise the level of discourse on the CMS report and the approaches to civic education it describes
- Ensure that civic education is treated equally with other core subjects as math and reading, and is included in all state testing plans
- Reexamine existing civic education standards and benchmarks to ensure that they reflect the approaches and goals of civic education contained in the CMS report
- Increase support for professional development to ensure that civic education teachers are highly qualified in the content and strategies exemplified by the CMS report

The CMS report identifies the following six promising approaches that schools can use to develop competent and responsible citizens:

1. Provide instruction in government, history, law, and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom.
3. Design and implement programs that allow students to apply what they learn through community service that is linked to the curriculum and instruction.
4. Offer extracurricular opportunities for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage student participation in simulations of democratic processes and procedures.



# Methodology

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In late May 2005, PSC conducted a Web-based survey of Michigan schools including public schools, public school academies, charter schools, and private/parochial schools. A letter was sent to all schools inviting their participation. The letter explained the purpose of the survey and included directions for accessing the survey through a website programmed and secured by PSC. Respondents were also given the option to complete a hard copy of the survey and return it through the mail.

The survey was designed to assess and inventory to what extent the promising approaches highlighted in the CMS report are in practice in Michigan schools. Specifically, the survey addressed the following areas:

- Level of support (financial, material, etc.) schools provide for civic education
- Amount of instruction in civic education offered by schools
- Textbooks and other resources commonly used in civic education
- Integration of current events or public issues into courses
- Use of civic-related community service in courses
- Existence of civic-related co-curricular or extra-curricular activities
- Use of civic education simulations in the schools
- Existence and engagement of student governance in the schools

In all, 4,817 schools were invited to participate and 383 completed the survey (a response rate of 8 percent). While this response is lower than expected, it does provide a sufficient number of respondents to provide reliable analysis. Some caution must be used, however, as we cannot rule out self-selection bias—for example, schools that are more amenable to civic education may be the ones that filled out the survey in which case some estimates may be slightly inflated. The lower-than-expected response rate is most probably attributable to the time of year the survey was conducted (at the end of the school year) and also the relatively limited amount of follow-up (just a single reminder postcard was sent). Subsequent surveys should be conducted earlier in the school year and provide more intensive follow-up and reminders to increase response rate.

The survey instrument and response frequencies are included in Appendix B for reference.

# Key Findings

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## THE STATUS OF CIVIC EDUCATION IN MICHIGAN

It is clear from this survey that schools do engage in civic education to varying extents and that overall, educators are fairly satisfied with the various resources that they have to engage students in civic education. Nonetheless, there is room for improvement—such as improving the quality of and access to classroom and online materials, implementing or strengthening grade-level content expectations, and increasing extra- or co-curricular opportunities for students.

The survey shows that the role of civic education in the overall scheme of education is not paramount in educators' minds. For example, a majority of survey respondents say that civic education plays a "limited role" in achieving their school's mission and goals (55 percent). One-third of respondents say that civic education plays an "integral role," while 13 percent see "little or no role" for civic education in helping their school accomplish its mission or goals. Few schools are familiar with *The Civic Mission of Schools*, and no respondents say they are familiar enough with the CMS report to implement its recommendations. Just 17 percent of respondents say they are "somewhat familiar" with the report or have heard about it, and an overwhelming 83 percent are completely unfamiliar with the CMS report.

Respondents were also asked how satisfied they are with a number of factors that relate to teaching and engaging students in civic education. Overall satisfaction with the various resources or opportunities is high for the most part, though there are notable exceptions. Respondents are most satisfied with social studies standards, administrative support, access to online materials, and the availability of classroom materials (satisfaction levels for all these factors are at or above 60 percent). Satisfaction is lowest for the opportunity to network with other professionals (36 percent) and for state-mandated testing as it contributes to civic education (16 percent).

For most items, overall satisfaction is quite high. It is important to note, however, that less than one-fourth of respondents report the highest level of satisfaction on most of the items. Of particular note is the availability of effective classroom materials—while 60 percent of respondents are satisfied with the availability of effective classroom materials, just 17 percent are "very satisfied" (see Exhibit 1).

**Exhibit 1**  
Satisfaction with Factors that Contribute to Civic Education

<b>Factor</b>	<b>“Very satisfied”</b>	<b>“Somewhat satisfied”</b>	<b>Overall satisfaction</b>
Social studies standards	25%	49%	74%
Support from district administration	33	36	69
Access to online materials	27	35	62
Availability of effective classroom materials	17	43	60
Community support	15	38	53
Opportunities to attend professional development activities	15	34	49
Amount of extracurricular or co-curricular activities	11	32	43
Networking opportunities	6	30	36
State-mandated testing	5	11	16

SOURCE: Survey of Civic Education in Michigan Schools, 2005.

Respondents were next asked to assess how helpful certain changes or expanded opportunities might be for improving civic education within their school. Having access to effective and practical classroom materials is far and away the item the educators rank as most helpful to improving civic education (see Exhibit 2). This supports the finding shown in Exhibit 1, where just 17 percent of respondents are “very satisfied” with the classroom materials that they currently use. From the perspective of these respondents, improving the quality of classroom materials for civic education is an important part of improving civic education. More than half of the respondents also think that access to online materials and services, grade level content expectations, and more extra- or co-curricular activities would be “extremely helpful” in improving civic education in their school.

**Exhibit 2**  
Changes or Opportunities that Would Improve Civic Education

<b>Item</b>	<b>Percentage who think this would be “extremely helpful”</b>
Effective and practical classroom materials	71%
Access to online materials and services	60
Grade level content expectations	59
More extracurricular and co-curricular activities	54
Networking opportunities	47
Opportunities to attend civic-related professional development	46
Revised social studies standards	38
More community support	37
Greater emphasis on civic education in state-mandated testing	33
More support from district administration	26

### *School Support for Civic Education*

Schools provide support for civic education in various ways. Most schools provide teachers with support to attend professional development specifically related to civic education texts and supplemental materials, as well as financial support for field trips. More than half of the schools responding to this survey also provide a district curriculum, support attendance at professional development related to the use of simulations, support more general professional development that benefits civic education, and provide in-kind or financial support to a student governing body (see Exhibit 3).

**Exhibit 3**  
Types of School Support for Civic Education

Type of support	Percentage
Support teacher attendance at professional development for use of texts or supplemental materials	83%
Financial support for field trips	77
District curriculum	62
Support teacher attendance at professional development for use of simulations	62
Support for teacher attendance at professional development	58
In-kind or financial support to student governing body	51
Support teacher attendance at professional development to address controversial topics	45
Financial support for extra- or co-curricular activities	42
Financial support for civic education (activities or curriculum development)	40
Special recognition	32
Support teacher attendance at professional development for use of cable television in classroom	30
Reduction in course load	6

## **THE SIX PROMISING APPROACHES IN MICHIGAN**

### ***Promising Approach 1: Provide instruction in government, history, law, and democracy***

Providing instruction in government, history, law, and democracy are identified in the CMS report as one of the most promising approaches to improve civic knowledge and skills. Michigan is unique in that one semester of civics is constitutionally mandated for high school graduation. This means that graduating seniors in Michigan receive a minimum exposure to civic education. Schools provide civic education through social studies curricula in elementary and middle school grades and then in high school, most often within three courses—civics, American government, and American history. Additionally, the amount of instruction increases with grade level.

### *Elementary and Middle School*

Schools were asked to indicate how much instruction they provide to their students in government, history, law, and/or democracy. The results indicate that the amount of time devoted to civic education increases with grade level. For example, kindergartners receive an average of 7.8 weeks of instruction, while eighth graders receive an average of 12.2 weeks of civic education. Exhibits 4 and 5 provide the average and median number of weeks of instruction in civic education for elementary and middle school students.

#### **Exhibit 4**

#### Time Spent in Instruction in Government, History, Law, and/or Democracy, Grades K–5

<b>Grade</b>	<b>Average number of weeks</b>	<b>Median number of weeks</b>
K	7.8	2
1	8.6	2
2	8.8	4
3	10.2	4
4	12.5	6
5	11.3	6

SOURCE: Survey of Civic Education in Michigan Schools, 2005.

#### **Exhibit 5**

#### Time Spent in Instruction in Government, History, Law, and/or Democracy, Grades 6–8

<b>Grade</b>	<b>Required</b>		<b>Elective</b>	
	<b>Average number of weeks</b>	<b>Median number of weeks</b>	<b>Average number of weeks</b>	<b>Median number of weeks</b>
6	9.3	5	1.6	0
7	11.3	8	2.4	0
8	12.2	8	2.4	0

SOURCE: Survey of Civic Education in Michigan Schools, 2005.

### *High Schools*

Most Michigan high schools (90 percent) have required civics, government, democracy, and/or law course(s), while 36 percent offer elective course(s) in these subjects. Course titles and grade levels are listed in appendixes C and D.

### *Civic Education Textbooks and Other Resources*

Respondents were next asked about their perceptions of the quality of their school's resources for providing high-quality civic education. While nearly half of respondents (44 percent) rate their school's resources "good," just 9 percent rate their resources

“excellent.” More than one-third (34 percent) find their school’s resources “fair,” and 12 percent think that their school’s resources are inadequate—10 percent rate them “below average” and 2 percent rate them “poor.” (See Appendix E.)

In addition to texts and supplemental resources, schools also use field trips, cable television, and outside speakers to engage and educate students.

- Almost 1 in 5 schools use local access cable channels and 15 percent report using C-SPAN and Michigan Government Television in their classrooms.
- The most popular field trips are to the state capitol (46 percent of reporting schools have taken students there), the local or circuit courthouse (41 percent), or the Michigan Museum (31 percent). Less than 20 percent of schools go to county commission or other local government meetings (16 percent), or elsewhere (15 percent), and only 2 percent of schools have organized field trips to the Supreme Court Learning Center.
- Over three-fourths of respondents (78 percent) use guest speakers for topics related to civic education.

### ***Promising Approach 2: Incorporate discussion of current local, national and international issues and events into the classroom***

The CMS report identifies classroom discussion as an important vehicle for engaging students in civic education because it exposes them to various viewpoints and helps them clarify their own opinions. However, these discussions must be moderated very carefully in order to ensure that they are high-quality experiences for students. Quality discussions, according to the CMS report, are marked by careful moderation that creates a safe atmosphere for all students to share their thoughts and encouragement for students to conduct additional research on the discussion topic. The moderator must be able to clarify the difference between values, facts, and opinions, while carefully presenting a balanced approach to the topic.

It is clear that most schools (96 percent) offer opportunities for students to discuss current events or public issues in the classroom. However, the sheer quantity of schools that offer such opportunities does not give us a clear picture of how schools facilitate or use this discussion in civic education. The data may indicate that discussion is not systematically or formally incorporated; less than half of respondents (45 percent) say their school supports professional development activities for teachers or staff on how to incorporate such discussions or has a policy regarding the introduction of such topics.

### ***Promising Approach 3: Design and implement programs that allow students to apply what they learn through community service that is linked to the curriculum and instruction***

Service learning is a form of community service that links activities with classroom curriculum. The CMS report highlights that this can be a very effective way to reinforce what students learn and read in the classroom. Most schools (81 percent) report that they engage their students in service learning or community service projects that meet the needs of their communities and almost three-fourths (72 percent) of schools report that they offer service learning or community service projects linked to civic education

instruction. Relatively few schools, however, have a service learning or community service requirement for graduation (36 percent).

***Promising Approach 4: Offer extracurricular opportunities for young people to get involved in their schools or communities***

The CMS report highlights research that shows that students who participate in extra-curricular activities and groups remain civically engaged as adults. Although the report notes that there is little research that demonstrates which specific activities have the greatest impact, the CMS report advocates expanding the opportunities for participation in extra- and co-curricular activities in order to increase the likelihood of long-term civic engagement. Extra- and co-curricular activities can offer students a hands-on opportunity to apply what they learn through civic education, but relatively few schools offer such activities.

Only 39 percent of respondents report that their school has a student newspaper, but there is considerable variation by grade levels: 53 percent of schools with grades 9–12 percent have a student newspaper, 40 percent of middle schools, and 29 percent of elementary schools.

Among other activities, by far the most common is peer mediation, but only about one-fourth of schools provide this opportunity. Less than 15 percent of respondents report that their school offers each of the remaining activities (see Exhibit 6). As is the case for school newspapers, there is a great deal of variation by grade level. High schools tend to provide the activities much more frequently than middle and elementary schools, no doubt due to the grade-specific content of some of the activities. Exhibit 6 makes it clear that high school is where the bulk of civic education experiences are occurring.

**Exhibit 6**  
Extra- and Co-Curricular Activities

<b>Activity</b>	<b>% All</b>	<b>% High school</b>	<b>% Middle school</b>	<b>%Elementary school</b>
Peer Mediation	27%	31%	25%	23%
Law Day	14	20	11	10
Boys and Girls State	11	26	5	5
Other Activity	11	16	9	9
Close Up	7	17	4	2
We the People: The Citizen and the Constitution	7	5	7	9
4-H Capital Experiences	6	8	7	5
Teen Court	6	13	5	3
Model United Nations Program	5	14	2	1
Learning to Give	4	1	3	4
Presidential Classroom	4	3	4	5
YMCA Youth and Government	4	7	5	3
Michigan High School Mock Trial Tournament	3	6	2	0

Legislators Back-to-School Program	2	1	0	3
Michigan House Civics Commission	2	7	1	1
Kids Speak	1	2	1	2
Project Citizen	1	1	2	1

SOURCE: Survey of Civic Education in Michigan Schools, 2005.

***Promising Approach 5: Encourage student participation in school governance.***

Student government can also provide a real-world opportunity for students to learn about government and the principles of democracy. The CMS report indicates that giving students a voice in how their school is run can be an invaluable tool for engaging them and teaching them about the democratic process. However, the report also notes that while it is beneficial to acknowledge the importance of empowering student decision-making, such governance must not undermine or disrupt the learning environment established by school administration.

The Michigan survey results indicate that student governing bodies are common in Michigan schools—82 percent of respondents say that their school has a student governing body that holds regular elections. However, just 62 percent say that these bodies have regular opportunities to influence school policy. Just over half of respondents say that their school provides financial support for student government.

As with all other activities related to civic education in Michigan, high schools are more likely to have a student governing body than schools with middle or elementary grades. While just 11 percent of high schools **do not** have a student governing body, only 18 percent of middle schools and 37 percent of elementary schools **do** have a student government.

***Promising Approach 6: Encourage student participation in simulations of democratic processes and procedures***

According to the CMS report, this approach is the least empirically documented of all the other promising approaches. Like other activities, simulations allow students to experience the lessons of civic education in applied and concrete ways. Again, high schools tend to offer simulations more than middle or elementary schools (see Exhibit 7).

**Exhibit 7**  
Types of Simulations by Grade Level

<b>Activity</b>	<b>% All</b>	<b>% High school</b>	<b>% Middle school</b>	<b>% Elementary school</b>
Mock Elections	53%	63%	53%	48%
Conflict Resolution	45	39	44	49
Peer Mediation	29	31	28	28
Mock Trials	22	44	21	14
Jury	14	33	13	7



Congressional Hearings	10	20	8	7
Legislative Hearings	7	11	7	6
Model United Nations	5	15	2	1
Other Simulation	3	2	3	4
Moot Court	1	3	1	0

SOURCE: Survey of Civic Education in Michigan Schools, 2005.

The existence of such a wide variety of simulations is an extremely promising indicator of the status of civic education in Michigan schools. However, as with classroom discussion and extra- and co-curricular activities, it is important to distinguish between the use of the approaches and the determination of whether the approach is being implemented in a high-quality manner. The opportunity to attend training and professional development to support high-quality civic education experiences with the simulations is crucial. Sixty-two percent of schools report that they support teacher attendance at professional development opportunities related to the use of simulations. This figure, however, does not give us an indication of how many teachers are actually trained in the simulations they use in their classroom.

In addition to the simulations listed in Exhibit 7, respondents identified a number of other types of simulations offered in their school. These are listed in Appendix F.

## CONCLUSIONS

This report has established a baseline for the Coalition to better understand how civic education is conducted in Michigan schools. Additionally, this report finds that the Coalition has some work to do in terms of spreading the word about civic education in Michigan. The CMS report is relatively unknown to the respondents of this survey—83 percent of respondents have not heard of it. Furthermore, although 55 percent of survey respondents see civic education as playing a limited role in achieving their schools’ core mission, just one-third see civic education as integral and approximately one in seven do not think it has any role in the core mission of their school.

It is clear from this data that civic education occurs in Michigan schools, but there is much room to improve the opportunities for engaging students. Civic education is most often limited to a few required classes (social studies, civics, American government, and American history). Furthermore, the extra- and co-curricular activities and simulations that are offered tend to rely on traditional, “tried-and-true” practices (e.g., peer mediation, mock elections, conflict resolution) and are much less likely to include newer or innovative programs. There are two fundamental issues raised by the findings of this research:

- There is a need for greater involvement of students in hands-on, real-life activities to reinforce what they learn in the classroom. Just 39 percent of schools report having a student newspaper. Most schools (83 percent) have a student governing body, but fewer than two-thirds of these bodies have the ability to influence or make school policy. Furthermore, this report demonstrates that high schools, compared to the lower grades, are where the bulk of civic education experiences occur (through classroom instruction, simulations, and extra-/co-curricular activities).

- Better links are needed between the activities that engage students in civic education and staff training. While professional development for civic education is generally supported, it is focused on the use of texts and supplemental resources. Using other resources such as cable television or introducing controversial topics is less often supported. For example, 96 percent of respondents report that students have opportunities for discussing current issues or events, but less than half of their schools have a formal policy to support and guide teachers in introducing or facilitating such discussions or support professional development to train teachers in incorporating such discussions into their classrooms.
- Further research is needed to establish not just benchmarks for the implementation of the promising approaches for civic education as outlined in the CMS report, but also to establish indicators of high-quality and best practices for civic education in Michigan. Such research will allow the Coalition to benchmark and track not only *what* practices and approaches are being implemented in Michigan schools, but also *how well* these practices and approaches are being implemented. It can also serve to further the dialogue on civic education in Michigan, in essence moving it beyond the question “To what extent are students in Michigan engaged in civic education?” to the question of high-quality delivery—“How good is this civic education?”

# Appendix A:

## *Roster of Coalition Members*

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### **Steering Committee**

- Senator Ron Jelinek, 21<sup>st</sup> District, Michigan Senate
- Representative Hoon-Yung Hopgood, 22<sup>nd</sup> District, Michigan House of Representatives
- Kathleen Straus, President, Michigan State Board of Education
- Linda Start, Executive Director, Michigan Center for Civic Education
- Kyle Caldwell, President and CEO, ConnectMichigan Alliance

### **Coalition Member Organizations:**

- ConnectMichigan Alliance
- Council of Michigan Foundations
- Dispute Resolution Association of Michigan
- League of Women Voters of Michigan
- Learning to Give
- Michigan 4-H Youth Development
- Michigan Association of School Administrators
- Michigan Association of School Boards
- Michigan Association of Secondary School Principals
- Michigan Association of United Ways
- Michigan Campus Compact
- Michigan Center for Civic Education
- Michigan Community Service Commission
- Michigan Council for Social Studies
- Michigan Department of Education
- Michigan Education Association
- Michigan Elementary and Middle Schools Principals Association
- Michigan Federation of Teachers
- Michigan Government Television
- Michigan Humanities Council
- Michigan Municipal League
- Michigan Parent Teacher Association
- Michigan's Promise
- Michigan Secretary of State
- Office of the Governor
- The Civics Institute
- Volunteer Centers of Michigan
- Youth in Government

## **Appendix B:**

### *Survey of Civic Education in Michigan Schools*

#### Instrument and Frequencies

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The Michigan Coalition on Civic Education was established in 2004 to create public awareness and support for the civic mission of schools and to review the current state of civic education programs, curriculum, and materials. The Coalition is a voluntary partnership of education organizations, civic education providers, advocacy organizations, government agencies, legislators, school board members, student leaders, colleges and universities, and philanthropic institutions.

Civic education helps young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens who:

- Are informed and thoughtful
- Participate in their communities
- Have the skills, knowledge, and commitment needed to engage in political action
- Have moral and civic virtues such as concern for the rights and welfare of others

The Civic Mission of Schools, a report issued by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE), identifies six promising approaches that schools can use to develop competent and responsible citizens:

1. Provide instruction in government, history, law, and democracy.
2. Incorporate discussion of current local, national, and international issues and events into the classroom.
3. Design and implement programs that allow students to apply what they learn through community service that is linked to the curriculum and instruction.
4. Offer extracurricular opportunities for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage student participation in simulations of democratic processes and procedures.

The purpose of this survey is to determine to what extent these approaches are being used in Michigan. The information generated from the survey will help improve civic education in Michigan schools.

## SUPPORT FOR CIVIC EDUCATION

1. Does your school provide any of the following to teachers who engage students in civic education? (Check all that apply)

a. District curriculum	62%
b. Financial support for civic education activities or curriculum development	40
c. Reduction in course load to allow planning and time for extracurricular civic-related activities	6
d. Special recognition for civic education and civic activities	32
e. Support (e.g., release time, registration fees) for teacher attendance at professional development activities to maintain or improve civic education	58
f. Other:	4

2. As it contributes to civic education at your school, how satisfied are you with each of the following factors?

	Very satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Not available
Social studies standards	25%	49%	13%	8%	4%	1%
Support from my district administration for civic education	33	36	21	5	1	4
Community support for civic education	15	38	31	12	1	3
The availability of effective classroom materials	17	43	15	18	5	2
Access to online materials and services	27	35	27	8	1	2
Opportunities to attend civic-related professional development activities	15	34	27	16	4	3
State-mandated testing	5	11	24	30	26	4
Networking opportunities for teachers/administrators	6	30	36	20	4	4
The amount of extracurricular or co-curricular activities for students	11	32	27	23	5	1

3. How helpful would each of the following items be in improving civic education in your school?

	Extremely helpful	Somewhat helpful	Not at all helpful
Revised social studies standards related to civic education	38%	53%	9%
Grade level content-specific expectations in social studies related to civic education	59	35	6
More support from my district administration for civic education	26	62	12
More community support for civic education	37	57	7
Effective and practical classroom materials	71	28	2
Access to online materials and services	60	37	3
Opportunities to attend civic-related professional development activities	46	49	6
Greater emphasis on civic education in state-mandated testing	33	57	11
Networking opportunities for teachers/administrators	47	45	8
More extracurricular and co-curricular programs	54	40	6

4. Currently, what role does civic education play in helping your school achieve its mission and/or goals and objectives for students? Choose the statement that most closely applies:

a. Civic education is an integral part of helping achieve my school's mission and goals.	33%
b. Civic education plays a limited role in achieving our mission and goals.	55
c. Civic education has little to do with our mission and goals.	11
d. Civic education plays no part in our mission and achieving our goals.	2

## **INSTRUCTION IN CIVIC EDUCATION (Civics, Government, History, Law, and Democracy)**

### ***Grades K–5 (elementary schools)***

5. In each of the following grade levels, how many weeks of instruction are devoted to the Michigan civics standards and benchmarks from the Michigan Department of Education's Michigan Curriculum Framework (1996)?

Grades	Average	Median
K	7.8	2.0
1st	8.6	2.0
2nd	8.8	4.0
3rd	10.2	4.0
4th	12.5	6.0
5th	11.3	6.0

**Grades 6–8 (middle schools/junior high schools)**

6. In each of the following grade levels, how many weeks of instruction in a required course are devoted to civics/government/law/democracy?

Grade	Average	Median
6th	9.3	5.0
7th	11.3	8.0
8th	12.2	8.0

7. In each of the following grade levels, how many weeks of instruction in an elective course are devoted to civics/government/law/democracy?

Grade	Average	Median
6th	1.6	0.0
7th	2.4	0.0
8th	2.4	0.0

**Grades 9–12 (high schools)**

8. Does your school have a **required** civics/government/democracy/law course(s) in grades 9–12?

Yes	90%
No	9
Don't know	1

9. If yes, please provide course title(s) and grade level(s):

10. Does your school have an **elective** civics/government/democracy/law course(s) in grades 9–12?

Yes	36%
No	55
Don't know	10

11. If yes, please provide course title(s) and grade level(s):

**TEXTBOOKS AND RESOURCES FOR CIVIC EDUCATION**

12. Please rate the adequacy of your school's resources to provide high-quality civic education.

Excellent	9%
Good	44
Fair	34
Below Average	10
Poor	2

13. What textbooks or supplemental resources does your school use for civic education?

14. Does your school support teacher attendance (e.g., release time, registration fees, etc.) at professional development activities that provide training on how to use their textbooks and/or supplemental material?

Yes	83%
No	14
Don't know	2

15. Do any of your courses use the following cable television channels? (Check **all** that apply)

C-SPAN	15%
Michigan Government Television (MGTV)	15
Local access cable	19
Court TV	5
Other	7

16. Does your school support teacher attendance (e.g., release time, registration fees, etc.) at professional development activities focusing on the use of cable television resources?

Yes	30%
No	50
Don't know	16

17. Do teachers in your school use speakers and/or community members in their civic education instruction?

Yes	78%
No	16
Don't know	7

18. Does your school provide financial support for field trips related to civic education?

Yes	77%
No	20
Don't know	3

19. Does your school ever conduct field trips to: (Check **all** that apply,)

The state capitol?	46
The Michigan Museum?	31
Your district or circuit courthouse?	41
The Supreme Court Learning Center?	02
County commission meetings or other local government activities?	16
Other civic education field trip:	15



## CURRENT EVENTS/PUBLIC ISSUES

20. Does your school offer regular opportunities in the classroom for students to discuss current events or public issues?

Yes	96%
No	3
Don't know	1

21. Does your school have a policy regarding the introduction of potentially controversial current events or public issues for discussion in the classroom?

Yes	44%
No	39
Don't know	17

22. Does your school support teacher attendance (e.g., release time, registration fees, etc.) at professional development activities that address the introduction of potentially controversial current events or public issues for discussion in the classroom?

Yes	45%
No	33
Don't know	21

## COMMUNITY SERVICE

23. Does your school engage in service learning or community service projects linked to civic education instruction?

Yes	72%
No	26
Don't know	2

24. Does your school engage in service learning or community service that connects to some specific need within your community?

Yes	81%
No	18
Don't know	1

25. Does your school require service learning or community service for graduation?

Yes	36%
No	59
Don't know	6

## CIVIC-RELATED CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

26. Does your school have a student newspaper?

Yes	39%
No	61
Don't know	0

27. Does your school offer co-curricular and extracurricular activities that provide opportunities for students to get involved in their school or community? (Check **all** that apply)

Boys and Girls State	11
Close Up	07
4-H Capital Experiences	06
Kids Speak	01
Law Day	14
Learning to Give	04
Legislators Back-to-School Program	02
Michigan House Civics Commission	02
Michigan High School Mock Trial Tournament	03
Model United Nations Program	05
Peer Mediation	27
Presidential Classroom	04
Project Citizen	01
Teen Court	06
We the People: The Citizen and the Constitution	07
YMCA Youth and Government	04
Other:	11

28. Does your school provide financial support for any civic-related extracurricular or co-curricular activities?

Yes	42%
No	48
Don't know	11

## CIVIC EDUCATION SIMULATIONS

29. Do teachers in your school engage students in simulations of democratic processes and procedures as part of instruction?

Yes	86%
No	11
Don't know	4

30. Which of the following simulations does your school utilize? (Check **all** that apply)

Conflict resolution	45
Congressional hearings	10
Jury	14
Legislative hearings	07
Mock elections	53
Mock trials	22
Model United Nations	05
Moot court	01
Peer mediation	29
Other:	03

31. Does your school support teacher attendance (e.g., release time, registration fees, etc.) at professional development activities focusing on use of these simulations?

Yes	62%
No	27
Don't know	11

### School Governance

32. Does your school hold regular elections for its student governing body?

Yes	61%
No	13
My school does not have a governing body	25
Don't know	<1

33. Does your school provide any in-kind or financial support for a student governing body?

Yes	51%
No	45
Don't know	3

34. Does the student governing body have regular opportunities to influence school policy?

Yes	62%
No	36
Don't know	1

## BACKGROUND INFORMATION

	Average	Median
35. Number of full-time equivalent (FTE) staff:	27.75	22
36. Student count (from December 2004):	441	367
37. Percentage of student body eligible for free or reduced-price lunch	35%	30%
38. Total budget for your school building:	\$1,513,248	\$283,905

39. How aware are you of the Civic Mission of Schools report by the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Carnegie Corporation of New York before you completed this survey?

I've read it and have tried to implement its recommendations	0%
I've read it and/or heard about it	17
Don't know/never heard of it	83

*Additional background on schools:*

**Grade levels** (Note: numbers do not total 369 because schools can include grades in multiple categories, e.g. K–8, 8–12, etc. These schools would be double-counted in this distribution. )

Elementary grades (K–5)	N=233
Middle School (6–8)	N=195
High School (9–12)	N=104

### Type of School

Public	75%
Private/Parochial	18
Academy	8

## CONTACT INFORMATION (optional)

If you would like more information about the Michigan Coalition on Civic Education and the Civic Mission of Schools, please fill out the information below.

First name: \_\_\_\_\_

Last name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

E-mail: \_\_\_\_\_

## **Appendix C:**

### *Required Civic Education Courses, Q9*

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The following courses were listed as required by the schools that responded to the survey. This question was asked only of schools that include grades 9–12, but some schools that combine middle school and high school grades (e.g., grades 7–9) also listed required courses.

- 11th–Global Issues
- 12th–Government/Economics
- 9th–social science/U.S. history
- 9th grade civics and 12th grade government
- 9th grade Civics and Global Studies
- 9th grade global issues, US History
- 9th grade history, 10th grade world studies, 11th government/economics
- AP Government
- AP Government 11–12th grade
- America
- American Democratic Institutions—10th
- American Government/U.S. Government/Government (11<sup>th</sup> and/or 12<sup>th</sup> grades) [82]
- American History/U.S. History/History (9<sup>th</sup> 10<sup>th</sup> and/or 11<sup>th</sup> grade) [30]
- American Legal Studies—11–12
- AP Government 12th grade
- AP Government (10th grade)
- Business and Personal Law—Grade 12
- Business Law
- Business Law—elective
- Civics (9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> and/or 12<sup>th</sup>—most in 9<sup>th</sup> grade) [39]
- Civics and Government—9th
- Civics and Law—9th grade
- Civics/Economics—11<sup>th</sup> [2]
- Current Issues—12
- Economics [2]
- Civics & Economics—9<sup>th</sup>
- Global World Issues—10<sup>th</sup> grade
- Government and Economics
- Government, Integrated Social Studies
- Government/Civics
- Government/Civics—grade 12

- Government/Economics—11th, 12th
- HST 315
- Humanities—10–12<sup>th</sup> grade
- Integrated Social Studies
- International Affairs—11th and 12th grade
- Intro to American Government, 100-level college course, grade 11
- Introduction to Social Studies
- Later American Studies (US history 1910–present)—10th grade
- Law & Justice—10–11–12
- Law 1&2—11th and 12th grade
- Law—10th–12th grade
- Law—11th/12th
- Major Concepts Civics—9th grade
- Major Concepts Economics—9th grade
- Modern America—10th grade
- Problems of Democracy, Regular & AP 12
- Senior Government and Business
- Social Studies [2]
- Sociology
- Street Law
- Student senate
- Western Civilization (9th and 10th)
- World History
- World History, Economics
- World Studies (geography and culture) —9th grade

## **Appendix D:**

### *Elective Civic Education Courses, Q11*

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The following courses were listed as electives by the schools that responded to the survey. This question was asked only of schools that include grades 9–12, but include some schools that combine middle school and high school grades (e.g., grades 7–9) also listed elective courses.

- AP Government, (10<sup>th</sup>, 11<sup>th</sup>, and/or 12<sup>th</sup> grades) [11]
- Advanced Law
- American Issues
- Civics in all grades [2]
- Constitutional Theory
- Consumer Law is an elective for grades 9–12
- Current Events
- Current Issues—9–12
- Geography—7–9
- Government—9–11
- Great Trials
- History and Law Courses
- History in Film
- HST 115—9-10-11-12 grade
- Human Resources—11th & 12th grade
- International Relations
- International Studies in Political Science
- Issues in Social Sciences—9th–12th
- Law [2]
- Law (10–12)
- Law 1&2—11th and 12th grade
- Law and You
- Law & You—10–12
- Law/Economic—10th, 11th, 12th grade
- Law, Technology and Justice
- Michigan History
- Michigan History—10-11-12
- Michigan History—9th–12th
- Mock Trial
- Model United Nations
- Modern American History

- Picking the President
- Political Science/Government—Grade 10–12
- Politics and the Media, Campaigns and Elections, 200-level college courses, grade 11
- Practical Law
- Senior Seminar—12<sup>th</sup> grade
- Social Foundations—10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup>
- State and Local Government and Politics, 100-level college course, grade 11 or 12;  
Introduction to Comparative Government
- Street Law
- Street Law & Business Law
- The Law and You—11<sup>th</sup> & 12<sup>th</sup> grade
- The Malaria Project
- World Geography
- World History (10<sup>th</sup> 11<sup>th</sup> and/or 12<sup>th</sup> grades) [5]
- World Issues



## **Appendix E:** *Civic Education Textbooks and Supplemental Resources, Q13*

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The following list of the textbooks and other resources that schools use for civic education was compiled from responses to survey question 13.

- 11th–12th Grade: Prentice Halls’ “Magruder’s American Government”
- 4th Grade—Michigan History
- 7th grade—School Enterprise “Government Student Project,” Prentice Hall, MCCS materials as well as teacher generated materials
- 8th Grade Text—Glencoe: US the Early Years to 1866, with supplement The Living Constitution and teacher generated material
- 9th grade—Civic Education
- A community philanthropist who provides dollars for student recognition and gives of her time.
- A Framework for Freedom: How American Government Works (Perfection Form Company)
- A lot of Internet and MEAP-related materials
- A variety in the library. We also have Silver Burdett & MacMillan series.
- ACE curriculum out of TEXAS for High School
- Addison-Wesley—Civics
- All packets and supplemental instructions included.
- All published by MacMillan/McGraw-Hill
- America: Past and Present 2003 Edition; Portrait of America, Vol.1, REAS, World History: Patterns of Civilization 1990; Sources of the West Readings in Western Civilization from 1600 to the Present, V.2, 5th Edition only; Government by the People 2002 ed.
- American Civics (Holt, Rinehart and Winston) [3]
- American Civics Revised edition (1997)
- American Government
- American Government, a Complete Coursebook by Wood and Sansome
- American Government text for gov't
- American Government texts
- American Government, Magruder; The American Democracy, Patterson; varying texts for college courses
- American Government/Magruder
- American Government for government and Guide to the essentials American Government for civics
- American History [2]

- American Nation
- American Republic Since 1877
- American Voices by Scott Foresman
- Attorney comes in to teach
- Call to Freedom
- Chapters in texts
- Character development (ongoing program)
- Children's storybooks
- CityWorks Curriculum
- CIVICS “Gov. and Eco. in Action”
- Civics and Economics
- Civics and Economics by Davis, Fernlund, and Woll
- Civics is intermixed with history core curriculum—Core Knowledge Materials, American Journeys (in 7th and 8th)
- Civics materials from River Road Publications
- Civics Today
- Civics: Government and Economics in Action—Prentice Hall [2]
- Civics: Participating in Government [3]
- Civics: Responsibilities and Citizenship [3]
- Close Up Current Issues Book
- Communities
- Communities, Adventures in Time & Place—Grade 3
- Community members
- Michigan history, kc4curriculumtext
- Constitution
- Constitution booklets
- Core democratic value education—posters and resource books [9]
- Current classroom social studies text
- Current issues
- Curriculum materials from major publishers including MacMillan, Hillsdale, and Harcourt Brace
- David B. McConnell
- Davis Fernlund Woll
- Detroit Free Press
- Detroit Newspapers
- Detroit Public Schools Soc. St. text.
- District developed thematic units
- District purchased social studies series—Harcourt Brace
- Economic Lessons

- Educational magazines such as Time for Kids
- Families—Books 1 & 2
- Field trips to various relevant sites or functions
- From Sea to Shining Sea
- Geography [3]
- Geography texts
- Geography, Civics and Economics—Grade 7
- Glencoe—Civics Today
- Glencoe—The Constitution
- Glencoe [2]
- Glencoe American Odyssey text for history
- Glencoe US Government
- Government Book
- Government book, class project—public meeting attendance
- Government for Everybody
- Government in America
- Government in America by McDougal Littell
- Grade 5—We the People
- Guest speakers
- Harcourt Brace
- Harcourt Brace Social Studies Series
- Harcourt Brace: My World & Me: A Kindergarten Program, Grade 1: Big Books & Activity Book, Grade 2: Making a Difference Text & Activity Book, Grade 3: Communities Text & Activity Book, Grade 4: Our Michigan Adventure Text, Grade 5: Early United States
- HBJ plus supplemental items
- Hillsdale Educational Publishers
- History Alive [8]
- History Alive—we have resource kits at each grade level
- Holt American Government
- Holt, Rhinehart, and Winston American Civics text
- Houghton Mifflin [2]
- Houghton Mifflin Social Studies
- Human heritage
- ICI materials
- In Our Own Image, an African American History
- Individual classroom teacher's resources
- Internet or online resources [9]
- Junior Achievement and textbook series

- Junior Scholastic, materials on social justice, philanthropy institute lessons
- KC4 written curriculum
- LAPS, McGraw-Hill
- Law—West
- Living and Working Together Grade K
- Living History
- Living Through History
- Living Through History Curriculum and state-provided Michigan History
- Local businesses
- Magruder’s American Government [12]
- Materials from Center for Civic Education
- Materials from EDCO Publishing
- Materials from our social studies books, workbooks, and curriculum activities
- Materials made by teachers
- Materials provided through Intermediate School resources
- McDougal Littell
- McGraw Hill & district developed
- McGraw Hill, Silver Burdette Ginn, Under the Red White and Blue (Musical Core Dem. Values), any other supplements that the teachers come up with
- McMillan, Resources from Character Counts!
- Media visuals, Sunburst
- Michigan
- Michigan Constitution
- Michigan- Grade 5
- Michigan history was written locally
- Michigan History
- History Alive
- Michigan Textbook
- Michigan: Adventures in Time and Place
- Mini-course-government
- Neighborhoods [2]
- News magazines and newspapers [2]
- None [15]
- Nystrom Social Studies Series
- Nystrom Social Studies, Michigan Adventure and U.S. History
- Oakland Schools Social Studies Supplemental Materials
- Our Michigan Adventure [2]
- Our Nation by MacMillan/McGraw-Hill and supplemental worksheet and activities

- Outdated textbooks. We have adopted the KC-4 Core Collaborative Curriculum
- Posters from Virginia J and school-prepared posters and bulletin boards as well as common vocabulary and expectations
- Prentice Hall [5]
- Prentice Hall “Civics”
- Prentice Hall “The American Nation”
- Prentice Hall—Civics; Prentice Hall—American Government
- Prentice Hall Geography and History/Other resources that we supplement with from conferences, Internet, etc. Teacher-created materials
- Prentice/Hall—Civics
- Prentice-Hall “Government”
- Professor Brainiac (software)
- Project Citizen
- Project Wisdom and a wide range of supplemental materials
- Readings for American Government by Lowi, Ginsberg, Canon, Khademian, and Mayer
- Regions
- Regions—Grade 4
- Right now the focus is on community resources in the lower grades and the focus at the third and fifth grades tend to relate to the core democratic values and current events relating to government and civics. Fourth grade studies all elements of Michigan
- Scott Foresman
- Sections of social studies texts
- Silver Burdett/Ginn Program and a variety of supplemental materials that are not updated
- Silver Burdett Ginn Series
- Silver Burdette Text Books for upper grades; outside resources for lower grades
- Social Studies Alive!
- Social Studies Alive! Success For All Getting Along Together—Second Step
- Social Studies Alive, History Alive
- Social studies books, Internet lessons, teacher-created lessons—no specific curriculum
- Social studies curriculum
- Social studies materials, core democratic values, extra support materials to teach civic responsibilities. Theme this year will emphasize civics in American History.
- Social studies series is MacMillan McGraw-Hill and covers constitution @ 5th grade.
- Social Studies: The World—Scott Foresman
- Songs
- Speakers

- Standard textbooks
- State and county curriculum
- States & Regions—Silver Burdett & Ginn
- Stories in Time—Harcourt
- Street Law Consultant Program
- Street Law, West's American Government, The Americans, Zinn's People's History of the U.S., guest speakers, professional advisers/lawyers/judges in Mock Trial
- Student Statesmanship Institute
- Study trips
- Supplemental Magruder's materials
- Supplement materials and discussion
- Teacher Created [5]
- The American Journey [2]
- The American Nation [2]
- The Americans: Reconstruction through the 20th Century—McDougal Littell
- The Making of Michigan—River Road Publications
- The Mitten—Michigan History Magazine
- This is taught through the Social Studies Program.
- Thomas Dye's Politics in American (AP Gov)
- Time for Kids; History/Social Studies Alive; Michigan History Magazine; assorted videos, Internet access; trade books
- Time Magazine for Contemporary Issues
- Trade Books
- Understanding Business & Personal Law
- United States
- United States Government: Democracy in Action
- U.S. Government—McGruder's
- U.S. Government: Democracy in Action (1996) and the Internet
- U.S. History tests
- U.S. History with U.S. Constitution Prentice Hall, 2000
- Variety of other sources [8]
- Video current events
- Virginia J Resources
- We are planning to adopt Social Studies Alive for the 2005–06 if we can find the funding. We have to compete with math and reading for an adoption since A.Y.P. is measured in that area.
- We have a new social studies curriculum. There are a variety of resources associated with it. There is no single resource. The resources vary by grade level.
- We the People [10]

- We use Freedom to Learn computers for Internet support, materials, activities, and assessment.
- We use textbooks by McGraw Hill/National Geographic Society for grades 3 and 5. We use a textbook that is focused on Michigan for 4th grade. K–2 use a variety of materials and integrate social studies concepts into their other content area studies. 5t
- We use Virginia J Press material for specific civic education in support of our various textbooks.
- West's American Government
- World Explorer- Grade 6
- Youth Leadership Initiative Curriculum

## **Appendix F:** *Other Types of Civic Education Simulations*

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- Supreme Court Simulation
- Second Step
- Mock Presidential Cabinet meeting
- Mock law making
- Junior Achievement activities
- Interact simulations
- Election activities
- Democratically develop classroom behavior rules
- Court Day
- Classroom meetings
- Classroom city
- Bill to law simulation