



# **U.S. Department of Education**

## **APPLICATION FOR GRANTS UNDER THE ACADEMIES FOR AMERICAN HISTORY AND CIVICS**

CFDA Number: 84.422A

### **PROJECT NARRATIVE**

**Submitted By:**

*The University of Wisconsin-Parkside*

**Title:**

*Uncovering an Alternative Historical Narrative;  
Diverse Contributions to American History and Civics*

**Closing Date:**

*July 24, 2017*

## TABLE OF CONTENTS

<b>PROJECT OVERVIEW</b> .....	2
Competitive Preference Priority One: Supporting High Need Students .....	3
Competitive Preference Priority Two: Using Resources Of The National Parks .....	6
<b>PROJECT DESIGN</b> .....	7
Academy Alignment to Social Studies Standards .....	9
Technology Usage.....	11
Absolute Priority One: Presidential Academy for the Teaching of American History and Civics .....	12
Absolute Priority Two: Congressional Academy for Students of American History and Civics .....	24
Addressing the Need for College and Career Ready Students.....	25
Partnerships for Project Effectiveness and Success .....	37
Evidence of Knowledge from RESEARCH and Practice to Support Project Success .....	38
<b>SIGNIFICANCE</b> .....	41
Building Capacity for Service .....	41
<b>MANAGEMENT PLAN</b> .....	42
Achieving Objectives On-Time and Within Budget.....	42
Responsibilities and Timeline.....	44
<b>PROJECT EVALUATION</b> .....	45
Assessment: Objective Performance measures.....	45
Academy Yearly Program Outcomes .....	45
Performance Feedback & Periodic Assessment of Progress.....	47
<b>REFERENCES</b> .....	48

## PROJECT OVERVIEW

The College of Social Sciences and Professional Studies (CSSPS) at the University of Wisconsin-Parkside (UWP) proposes a three-year project to help instill students entering their junior and senior years and teachers with an alternative historical narrative through participation in a Presidential Academy for Teaching American History and Civics and a Congressional Academy for Student Learning in American History and Civics beginning in the summer of 2018. As new political history proponents suggest, the conventional elite-focused histories must be complemented by the marginalized and often forgotten histories of those outside the elite structures of government. (Sleeper-Smith, et al 2015) The practical past must be added to the historian's past. (White, 2014) Lomawaima and McCarty write, "...we hope for a historical account whose quality is not measured solely by the cubic volume of archival boxes or linear feet of libraries to its sources. Finding the overlooked, recovering what has been suppressed, and recognizing the unexpected requires excavation, rehabilitation, and imagination. All history does." (Lomawaima & McCarty, 2006, p. 15)

Each year of the project will focus on an alternative narrative of groups that have experienced history, and in that experience, have participated in the making of history. Participants will explore the historical narratives of groups that have experienced and participated in the making of history, but whose narratives have been mediated, appropriated, or erased by the nation state and the dominant hegemonic culture which justifies its power, for its own strategic purposes. This has marginalized, alienated, controlled, erased, or silenced alternative discourses in a process of cultural displacement of marginalized people from their own lived memories and collective histories.

The Academies will be held in the summer; the first summer Academies will focus on the Native American narrative, the second on the African American narrative, and in the third year

on the Hispanic narrative. Typically, students do not have any exposure to these minority historical paths until university and, for some, it may not happen at all. This is especially important for our minority students; to engage with American history and civics, a student needs to see themselves in it.

UWP will utilize our on-site faculty experts in Native American, African American, and Hispanic studies. While they will coordinate and facilitate learning in the seminars, they will be joined by regional and national experts. Each summer, learning in the Academies will be supported by visits to a local Chicago community and at least one National Park or Monument site.

Both teachers and students will receive college credit for their work during these summers. The Academies' onsite learning will be considered as dual enrollment, providing 1 credit of high school elective, and 3 undergraduate college credits. Teachers will be credentialed each summer for their continuing education as well as their practical application of the knowledge gained while they participate in the experiential learning at the national sites. They will engage in a co-learning and co-teaching process with the students and the university faculty. These graduate-level credentials will assist the teachers in using the knowledge and skills achieved during the Academy towards completion of a master's degree or attainment of graduate level credits needed to teach in any dual enrollment program. Upon completion of the Presidential Academy, teachers will be awarded 6 credit of graduate work in the content area as part of their 'stipend' for participating.

### COMPETITIVE PREFERENCE PRIORITY ONE: SUPPORTING HIGH NEED STUDENTS

UWP is located along the Milwaukee-Chicago corridor in southeastern Wisconsin. This urban corridor has greater diversity, lower income levels, and lower educational attainment

levels than the rest of the state. UWP will target recruitment for this project in the two major school districts that border the University, Racine Unified School District (RUSD) and Kenosha Unified School District (KUSD). KUSD is the third largest district in the state, serving over 21,000 students, and includes seven high schools. RUSD is the fourth largest district in the state, serving just under 20,000 students, and includes five high schools.

The Wisconsin Department of Public Instruction (DPI) complies with the requirements in Section 111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA), and it has identified nine school districts with high concentrations of students of color and students from low-income families that have significantly higher levels of inexperienced teachers and emergency credentialed teachers than schools with low concentrations of those students.<sup>1</sup> In the “Teacher Equitable Access Plan for Wisconsin” DPI defines “low-income students” as those whose families meet the federal poverty level as defined by the definition established for the Free or Reduced Lunch Program (FRLP), and students of color as students who self-identify as a member of a minority race or ethnicity (e.g., African American, Hispanic, Asian, Native American, Pacific Islander/Alaskan Native). Further, the teacher Equitable Access Plan defines schools with over 60% FRLP or 30% student of color, and recognizes them as being symptomatic of inequity within the state educational system. UWP will use these percentages when defining low-income and high-minority schools.

More than 51% of KUSD students are eligible for Free or Reduced Price Lunch (FRPL), and 50% of students are students of color.<sup>2</sup> RUSD is a diverse community where 62%

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<sup>1</sup> Teacher Equitable Access Plan for Wisconsin <https://dpi.wi.gov/esea/historical/equity-plan>

<sup>2</sup> Teacher Equitable Access Plan for Wisconsin: To define “low-income,” our internal state team considered both the U.S. Census definition of poverty and eligibility for the Free or Reduced Price Lunch Program (FRLP). The team chose the FRLP definition because Census block group boundaries do not align with our school district boundaries. Additionally, FRLP is a commonly understood and utilized measure by our school districts and other stakeholders. In Wisconsin, it is also used to calculate state aid for certain school district categorical aid programs. As a result,

of students are eligible for FRPL and 60% of students are students of color.

**Table 1. Diversity in Target School Districts Compared to State**

District	Free or Reduced Price Lunch (Economically Disadvantaged)	Students of Color
Kenosha Unified School District	51.4%	50%
Racine Unified School District	62.4%	60.4%
All Wisconsin Districts	38.4%	29.7%

The target district high schools enroll a high number and percentage of students who are eligible for FRPL. Per the United States Department of Agriculture, Food and Nutrition Service, children from families with incomes at or below 130% of the poverty level are eligible for free meals. Those with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.<sup>3</sup> As shown in **Table 2**, 12,734 students at the target high schools are eligible for FRPL (49% compared to 38.4% for the state.).

**Table 2. FRLP in KUSD and RUSD HIGH SCHOOLS**

Target high schools	Enrollment	# FRPL	% FRPL
KUSD: Bradford	1,546	833	53.9%
KUSD: Harborside Academy	587	178	30.3%
KUSD: Hillcrest School	60	49	81.7%
KUSD: Indian Trail School and Academy	2,293	914	39.9%
KUSD: Lakeview Technology Academy	432	84	19.4%
KUSD: Reuther	379	302	79.7%
KUSD: Tremper	1,675	654	39.0%

Wisconsin has adopted mechanisms to account for FRLP in school districts that choose to utilize the community eligibility option.

<sup>3</sup> <https://www.fns.usda.gov/nsfp/national-school-lunch-program-nsfp>

RUSD: Case High School	1,950	1,003	51.4%
RUSD: Horlick High School	1,758	1,066	60.6%
RUSD: Park High School	1,418	940	66.3%
RUSD: The REAL School	344	129	37.5%
RUSD: Walden III	292	90	30.8%
<b>Total Target High Schools</b>	<b>12,734</b>	<b>6,242</b>	<b>49%</b>

## COMPETITIVE PREFERENCE PRIORITY TWO: USING RESOURCES OF THE NATIONAL PARKS

Place-based learning in our National Parks and heritage sites are essential to the Academies. Place-based education (PBE) increases the impact of the learning process, makes it more sustainable in the long term, and encourages a sense of community among the participating students and teachers. (Linnemanstons and Jordan, 2017) Both Academies will engage in a minimum of two place-based educational learning experiences.

Each year, the Academies will overlap in a one-day visit to Chicago (less than two hours away) and do a walking tour of a historic neighborhood representative of the group being studied. Many of our students are loathe to visit Chicago, even though it is replete with learning opportunities, and this visit serves to increase awareness of their local region, as well as see the community action that can result from the topics they are investigating in the classroom. The second trip will be to a National Park(s) and/or Heritage Site(s) relevant to their studies. Each trip will combine a National Park site with neighboring community visits. In this way, students and teachers can experience the strong interconnections between past and present and, through guided discussions, explore the place-based influence on attitudes, energy, and interest.

## PROJECT DESIGN

All academies share the same organizational frame: 1. an introduction to an interactive, personal, and citizen-focused approach to American History, and the techniques that will be used to engage in that learning; 2. a focused interaction with the ways in which the political, economic, and education histories of each group were constructed throughout American history; and 3. the historical ways in which these groups increased their civic capacity and were able to influence the development of American civic culture. Onsite interactive instruction will be a minimum of 6 hours per day (the Chicago walking tour will be an all-day experience, and National Park and historic site visits will be 3-4 days long depending on location). A component of the Presidential Academy will enable teachers to interact, mentor, and engage students during the PBE's, offering teachers the opportunity to utilize what they have learned about the practical past in a setting that is conducive to emotive learning. Each day of onsite instruction will contain periods of instruction, discussion, application, and group work. Extended trips to National Park sites will vary from 3-4 days, depending on the distance from UWP. Each Academy year will be headed by an onsite faculty expert who will be the teacher of record for the academy. A minimum of 3 outside experts will be invited to join the Academies, and will include scholars and practitioner in the field. The following three tables show the outline of the Academies.

<b>Time Frame of the Academies</b>	<b>Week one</b>	<b>Week two</b>	<b>Week three</b>	<b>Week four</b>
Presidential Academy	Onsite instruction	Onsite instruction & Chicago walking tour	Place-Based Experience, National Park site	Presentation/ review of content modules for future course use
Congressional Academy	NA	Onsite instruction & Chicago walking tour	Place-Based Experience, National Park site	Onsite instruction



Native American Academies possible outside experts	African American Academies possible outside experts	Hispanic Academies possible outside experts
<ul style="list-style-type: none"> <li>• Sarah Sunshine Manning, Journalist, Correspondent for Indian Country Today, covered Standing Rock</li> <li>• Sedelta Oosahwee, former Department of Interior/ Obama Administration</li> <li>• April Eastman, Director, American Indian Student Center, South Dakota State University</li> <li>• David O'Connor, American Indian Studies Program, DPI Wisconsin</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Smith, Phd. History, UW- Milwaukee, African American history, Civil Rights history</li> <li>• Christy Clark-Pujara, PhD, History, UW-Madison, history of people of African descent in the US, primarily the experiences of black people during slavery</li> <li>• Jerlando Jackson, PhD UW Madison, Educational leadership and policy analysis, Director/Wisconsin Equity and Inclusion Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Jennifer Correa, PhD, Sociology, Texas A&amp;M San Antonio, Latin@ Studies, Race/Ethnic Relations, U.S.- Mexico Border Studies, Critical Theory</li> <li>• Fred Blanco, writer/performer, Stories of Cesar Chavez</li> <li>• Maria de los Angeles Torres, PhD, Political Science, University of Illinois-Chicago, Hispanic political participation, Mexicans in Chicago (Pilsen Neighborhood)</li> </ul>

<b>Place Based Learning Experiences for the Academies, NPS sites in BOLD</b>		
<b>Native American Sites</b>	<b>African American Sites</b>	<b>Hispanic Sites</b>
American Indian Center, Chicago, IL	DuSable Museum of African American History, Chicago, IL <b>National Register of Historic Places</b>	National Museum of Mexican Art, Chicago, IL
Museum of the American Indian, Chicago, IL	Ida B Wells-Barnett House, Chicago, IL <b>National Register of Historic Places</b>	Institute of Puerto Rican Arts and Culture, Chicago, IL
Mitchell Museum of the American Indian, Chicago, IL	Black Metropolis Neighborhood <b>Pending National Heritage Area</b> , Chicago, IL	Pilsen Neighborhood, Chicago, IL <b>National Register of Historic Places</b>
Red Cliff Indian Reservation, Bayfield WI	Lincoln Home <b>National Historic Site</b> , St Louis MO	Chamizal <b>National Memorial</b> , El Paso TX
Apostle Islands <b>National Park</b> , Bayfield WI	Mary Meachum Freedom Crossing, <b>National Park Service's National</b>	El Camino Real de Tierra Adentro <b>National Historic</b>

	<b>Underground Railroad Network to Freedom, St Louis MO</b>	<b>Trail, El Paso and Las Cruces</b>
Frog Bay Tribal <b>National Park, Bayfield, WI</b>	Dred Scott Courthouse at the <b>Jefferson National Expansion Memorial, St Louis MO</b>	San Elizario El Paso Mission Trail, El Paso, TX and, Magoffin Home, <b>National Register of Historic Places</b>
	Black Reparatory Theatre, St Louis MO	White Sands <b>National Monument, New Mexico</b>

**ACADEMY ALIGNMENT TO SOCIAL STUDIES STANDARDS**

The content covered in each of the three years of the project will be aligned to national and state social studies standards specifically for history and civics. For this project, UWP has chosen to align the Presidential Academy to the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, and the Congressional Academy to the College, Career, and Civic Life (C3) Framework for Social Studies State Standards and the Wisconsin Model Academic Standards for Social Studies (both found in Appendix C).

“The field of social studies connects education to democracy in order to foster engaged citizens. It allows for students to study diverse perspectives that are important to living, learning, and working in a globalized world and a changing nation”. (Carey, 2015) The goals of the Academies align directly to the concept of learning from diverse perspectives through the alternative narratives supported heavily through informed inquiry, which is the foundation behind the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. “The primary purpose of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards is to provide guidance to states on the concepts, skills, and disciplinary tools necessary to prepare students for college, career, and civic life. In doing so, the C3 Framework offers guidance and support for rigorous student learning. That guidance and support takes form in an Inquiry Arc—a set of interlocking and mutually reinforcing ideas that feature the four

Dimensions of informed inquiry in social studies: 1 Developing questions and planning inquiries; 2 Applying disciplinary concepts and tools; 3 Evaluating sources and using evidence; and 4 Communicating conclusions and taking informed action.”<sup>4</sup> From a student’s point of view, C3 instruction is more interactive, issue-focused, and skill-based. In supporting the objectives of this project, “The C3 Framework encourages the development of state social studies standards that support students in learning to be actively engaged in civic life”.<sup>5</sup> “The C3 Framework was written with a vision for reinvigorating social studies instruction by placing both inquiry and students at the center of learning in order to strengthen student understanding and efficacy” (Griffin, 2016). The entire C3 Framework document can be found in the Appendices.

Adopted in 1998, the Wisconsin Model Academic Standards for Social Studies ([WMAS/SS](#)) are performance standards in five content clusters (geography, history, political science, economics, and the behavioral sciences). Benchmarking occurs at 4th, 8th, and 12th grades. UWP will use the 12<sup>th</sup> grade performance standards in this project, which can be found in the appendices. UWP aligned the Congressional Academy student learning objectives to the WMAS for *Standard B: History Standard* and *C: Political Science and Citizenship* for students in the twelfth grade to maintain consistency with the state standards required of all districts. In addition to the WMAS, DPI has taken a further look at the standards and developed nationally-normed essential questions<sup>6</sup> into documents entitled, *Essential Questions by Strand*, which

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<sup>4</sup> National Council for the Social Studies (2013) “The College, Career & Civic Life C3 Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.” <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

<sup>5</sup> National Council for the Social Studies (2013) “The College, Career & Civic Life C3 Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.”

<sup>6</sup> <https://dpi.wi.gov/social-studies/standards/essential-questions>

support inquiry based learning methods seen in the C3, yet still tied to the WMAS/SS (*The Essential Questions by Strand for History and Political Science/Citizenship* can be found in the Appendix C).

## **TECHNOLOGY USAGE**

Teacher and student participants will be provided with an iPad during their respective Academies. Given the demographic of the target student and district we wish to serve we cannot assume that either will have their own personal device to use during the project. The role of technology in the classroom continues to increase, and as such, using technology as a significant means to capture learning in the Academy is essential. The Academies are dependent on the interactive and collaborative opportunities that are present when using technology as a teaching tool.

This project allows students an opportunity to utilize technology in the same way in which will be expected at the college level by creating e-portfolio's of their learning. Technology in the classroom provides support to student collaboration on creating new knowledge, reflecting on what they are learning, or working together to achieve a deeper understanding of course material. Students will create individual photo journals, record place-based learning interactions, create reflections and journals tying their learning to their own relevance within the history learned and much more.

One major challenge for districts is preparing teachers who are well practiced in “traditional” classroom delivery methods to integrate educational technology into curricula.<sup>7</sup>

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<sup>7</sup> Cited in Professional Development for Technology Integration, Hanover Research, 2014. McNulty, R. “Student Expectations Unmet: Where are the Electronics?” *The School Administrator*. 1:76. 2010. <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=11040&terms=Technology>

Two key findings from the article Professional Development for Technology Integration identified by Hanover Research relate directly to the use of technology in this project: 1) successful professional development programs provide ongoing support through coaching, professional learning communities, and information repositories; and 2) successful PD programs make use of the technologies that teachers will be using.

This project will create Professional Learning Communities (PLC) each year in which teachers will be able to reflect back to the materials used and content learned through a website dedicated to each thematic year. The PLC created through the integration of technology will allow the teachers to remain in contact with one another to continue to share curriculum, pedagogical strategies and updated content delivery methods. Through the practicum experience teachers will work in groups to develop a curriculum module through D2L's (UWP's learning management software) e-portfolio. Teachers will have the opportunity to use advanced technology support programs such as Kaltura to aid in the development of their e-portfolio's.

Kaltura provides UWP users with the ability to upload and manage their own media files (e.g., audio, video). Media can be uploaded to Kaltura from any mobile device, tablet, or computer (Mac or PC). With Kaltura's CaptureSpace Lite, users have the ability to do screen recordings as well as video and/or audio recordings. Teachers will have access to all modules developed during the Academy.

## **ABSOLUTE PRIORITY ONE: PRESIDENTIAL ACADEMY FOR THE TEACHING OF AMERICAN HISTORY AND CIVICS**

Each year's Presidential Academy for the Teaching of American History and Civics will begin in the summer, typically after the fourth of July holiday. The onsite learning module will take place over a 2-week period with teachers meeting face-to-face for a minimum of six hours

per day. The theme of each year will focus on an alternative historical narrative from a different perspective. The full curricular outline can be seen in the charts that follow. All materials will be provided to each teacher electronically on a tablet provided through this project, including all syllabi, readings, case studies, videos, and more. While the Academy is face-to-face, there will be significant interaction through UWP's online learning management system, D2L.

Each Academy will be taught by a UWP faculty content expert (CV in Appendix A) who will guide teachers through a rigorous and robust learning experience. UWP faculty will be joined by regional and national experts (identified in the chart on page 8) who will enhance learning through their professional and/or personal connection to the theme.

**The Presidential Teaching Academy**  
**Year One: July 2018 – July 2019**  
**The Historical Narrative from the Native American People**

**Curricular Organization Chart**

<b>Day: Session Title: Session Description</b>	<b>Learning Outcome(s)</b>	
	<b>C3 Framework Standards Alignment</b>	<b>Performance Assessment(s)</b>
<b>Day 1: A NEW HISTORY APPROACH</b>	<ul style="list-style-type: none"> <li>• Examine history using cultural interaction in addition to traditional institutional analysis.</li> <li>• Recognize the importance of alternate interpretations of history</li> <li>• Design pathways creating history to present understanding of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• In class written reflection/group discussion</li> <li>• Work group product: pathways design</li> </ul>
	D1.2.9-12; D1.4.9-12; D1.1.9-12	
<b>Day 2: INDIGENOUS PEDAGOGY</b> <i>FIRST NATION EDUCATION &amp; HOW PEDAGOGY REFLECTS CONTENT</i>	<ul style="list-style-type: none"> <li>• Compare knowledge as power to knowledge as vulnerability</li> <li>• Identify opportunities for integrating relevant aspects of indigenous knowledge and approaches to teaching and learning into the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual essay on power</li> <li>• Think-Pair-Share</li> </ul>
	D1.1.9-12; D3.1.9-12; D3.4.9-12	
<b>Day 3: CIVIC CONSTRUCTION OF THE NATIVE AMERICAN – FEDERAL ACTS &amp; ASSIMILATION POLICIES: Varying historical sovereign land arrangements and their impact on civic participation (federal/state reservations, land allotments, restricted status)</b>	<ul style="list-style-type: none"> <li>• Develop period narratives of the cultural impact of conflict over native American sovereignty</li> <li>• Differentiate Native American status throughout history with an application to current civic participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on Native American Status</li> <li>• Individual, Research based narratives</li> <li>• Narrative peer evaluation and rewrite</li> </ul>
	D4.2.9-12; D2.CIV.2.9-12	
<b>Day 4: CIVIC CONSTRUCTION OF THE NATIVE AMERICAN – EDUCATION: Civic participation requires that the individual/ group is informed about the process. Education is both informative and normative. Indian Schools</b>	<ul style="list-style-type: none"> <li>• Understand the role of modern education in undermining Native American knowledge and identity.</li> <li>• Hypothesize ways in which historical educational practices have alienated the Native American from modern civic participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective essay on modern education</li> </ul>
	D2.HIST.3.9-12; D2.CIV.10.9-12	

		<ul style="list-style-type: none"> <li>• Work group creative extension project on relation between educational practices and Native American civic participation</li> </ul>
<p><b>Day 5: CIVIC CONSTRUCTION OF THE NATIVE AMERICAN – POVERTY:</b> People living in families with incomes under \$15,000 voted at about half the rate of those living in families with incomes over \$75,000. Native American poverty rate of 25.7% (National Average is 12.4%)</p>	<ul style="list-style-type: none"> <li>• Relate historical economic status to types of civic engagement</li> <li>• Create civic opportunities for Native Americans that address historical impact of housing and infrastructure</li> </ul>	
	D2.CIV.6.9-12; D2.CIV.12.9-12	<ul style="list-style-type: none"> <li>• Causation and Correlation outline of relation between economic status and civic engagement</li> <li>• Work group creative extension project: issue based civic opportunities</li> </ul>
<p><b>Day 6: THE NATIVE AMERICAN CIVIC IDENTITY:</b> Reclamation of identity through familiarity with Native American success stories; the maintenance of image, language, and culture throughout history.</p>	<ul style="list-style-type: none"> <li>• Understand the historical challenges to Native American Identity.</li> <li>• Assess the ways in which modern democratic approaches might clash with Native American identity.</li> </ul>	
	D2.HIST.5.9-12; D2.CIV.13.9-12	<ul style="list-style-type: none"> <li>• Reflective analysis of historical challenges</li> <li>• Work group creative extension project: democracy and Native American identity</li> </ul>
<p><b>Day 7: NATIVE AMERICAN UNITY:</b> Historically Native American unity is more focused on resistance; a unity based on an internal identity rather than one given by external agents. Historical unifying struggles increasing Native American civic capacity.</p>	<ul style="list-style-type: none"> <li>• Formulate approaches for increasing civic engagement based on native American historical experiences of assimilation and acculturation</li> <li>• Understand the challenges of tribal unity</li> <li>• Assess the importance of tribal unity</li> </ul>	
	D2.CIV.14.9-12; D2.CIV.13.9-12; D2.CIV.14.9-12	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Group discussion on unity</li> <li>• Group presentation on unifying struggles</li> </ul>
<p><b>Day 8: SOVEREIGNTY:</b> Structural arrangements provide the framework for participation of individuals and groups. Citizenship, rights, and responsibilities are provided through treaty and federal policies.</p>	<ul style="list-style-type: none"> <li>• Critique the role that treaties and federal policies have played in the efficacy of Native Americans in the political process</li> <li>• Consider the historical motivations of federal policies and treaties</li> <li>• Compare current federal and state practices to historical ones.</li> </ul>	
	D2.CIV.3.-9-12; D2.HIST.4.9-12; D2.HIST.2.9-12	<ul style="list-style-type: none"> <li>• Essay on sovereignty and its manifestation for the Native American community</li> </ul>



		<ul style="list-style-type: none"> <li>Group creative extension project: Historical lessons for Standing Rock</li> </ul>
<b>Day 9: NATIVE AMERICANS AND LAND STEWARDSHIP:</b> Native Americans and land stewardship	<ul style="list-style-type: none"> <li>Explain the relationship between land and identity for indigenous peoples</li> <li>Appreciate historical conflict and cooperation between Native Americans and the majoritarian population in land stewardship.</li> <li>Infer civic participation emanating from land stewardship of Native Americans.</li> </ul>	
	<ul style="list-style-type: none"> <li>D2.CIV.14.9-12; D2.CIV.5.9-12; D2.CIV.6.9-12;</li> <li>D2.CIV.12.9-12; D4.7.9-12</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group discussion land stewardships</li> <li>Group creative extension project: land stewardship as a vehicle for Native American civic participation</li> </ul>
<b>Day 10: UNDERSTANDING HISTORY AT THE LOCAL LEVEL: CHICAGO COMMUNITY VISIT</b>		

<b>The Presidential Teaching Academy Year Two: July 2019 – July 2020 The Historical Narrative from the African-American People Curricular Organization Chart</b>		
<b>Day: Session Title: Session Topic</b>	<b>Learning Outcome</b>	
	<b>C3 Framework Standards Alignment</b>	<b>Performance Assessment(s)</b>
<b>Day 1: A NEW HISTORY APPROACH</b>	<ul style="list-style-type: none"> <li>Examine history using cultural interaction in addition to traditional institutional analysis.</li> <li>Recognize the importance of alternate interpretations of history</li> <li>Design pathways creating history to present understanding of citizenship</li> </ul>	
	<ul style="list-style-type: none"> <li>D1.2.9-12; D1.4.9-12; D2.CIV.2.9-12; D2.CIV.6.9-12</li> </ul>	<ul style="list-style-type: none"> <li>In class written reflection/ group discussion</li> <li>Work group product: pathways design</li> </ul>
<b>Day 2: AFROCENTRIC APPROACH TO HISTORY:</b> The restoration of sovereignty; Living in the present to learn from the past; Restoration of	<ul style="list-style-type: none"> <li>Utilize group based, relational learning to connect the present to the past.</li> <li>Consider how historical interpretation can change according to group perspectives</li> </ul>	
	<ul style="list-style-type: none"> <li>D2.CIV.9.9-12; D2. HIST.7.9-12</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>

<p>public confidence/trust; 21<sup>st</sup> Century leadership and service (Hotep, 2010)</p>		<ul style="list-style-type: none"> <li>• Role Play based discussion on connecting present to past</li> <li>• Group discussion on the role of perspective in interpretation of history</li> </ul>
<p><b>Day 3: THE CIVIC CONSTRUCTION OF THE AFRICAN AMERICAN CITIZEN – EDUCATION:</b> Civic participation requires that the individual/ group is informed about the process. During slavery, constraining African American education was used as a method to quell agency and fears of slave rebellions. After emancipation, African American education was relegated to poorly funded segregated schools.</p>	<ul style="list-style-type: none"> <li>• Understand the role of modern education in undermining African American knowledge and identity.</li> <li>• Hypothesize ways in which historical educational practices have alienated the African American from modern civic participation.</li> </ul>	
	<ul style="list-style-type: none"> <li>• D2.HIST.3.9-12; D2.CIV.10.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective essay on modern education</li> <li>• Work group creative extension project on relation between educational practices and African American civic participation</li> </ul>
<p><b>Day 4: THE CIVIC CONSTRUCTION OF THE AFRICAN AMERICAN CITIZEN – POLITICS:</b> After 255 years of slavery in the US, the disenfranchisement of the African American citizen creates a political sense of inefficacy and alienation</p>	<ul style="list-style-type: none"> <li>• Develop period narratives of the cultural impact of conflict over African American citizenship</li> <li>• Differentiate African American status throughout history with an application to current civic participation.</li> </ul>	
	<ul style="list-style-type: none"> <li>• D4.2.9-12; D2.CIV.2.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on African American Status</li> <li>• Individual, Research based narratives</li> <li>• Narrative peer evaluation and rewrite</li> </ul>
<p><b>Day 5: THE CIVIC CONSTRUCTION OF THE AFRICAN AMERICAN CITIZEN - POVERTY AND INSTITUTIONALIZED RACISM</b></p>	<ul style="list-style-type: none"> <li>• Relate historical economic status to types of civic engagement</li> <li>• Create civic participation strategies for African Americans that address historical impact of poverty on incarceration</li> </ul>	
	<ul style="list-style-type: none"> <li>• D2.CIV.6.9-12; D2.CIV.12.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Causation and Correlation outline of relation between economic status and civic engagement</li> <li>• Work group creative extension project: issue based civic opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the historical challenges to African American Identity.</li> </ul>	

<p><b>Day 6: THE AFRICAN AMERICAN CIVIC IDENTITY:</b> Reclamation of identity through familiarity with African American success stories; the maintenance of image, language, and culture throughout history.</p>	<ul style="list-style-type: none"> <li>Assess the ways in which modern democratic approaches might clash with African American identity.</li> </ul>
	<p>D2.CIV.13.9-12; D2.CIV.14.9-12</p> <ul style="list-style-type: none"> <li>Reflective analysis of historical challenges</li> <li>Work group creative extension project: democracy and African American identity</li> </ul>
<p><b>Day 7: AFRICAN AMERICAN UNITY UNDER CIVIC ASSIMILATION:</b> Historically African American unity is more focused on confrontation; a unity still conflicted between internal identity and that given by external agents. Historical unifying struggles increasing African American civic capacity</p>	<ul style="list-style-type: none"> <li>Formulate approaches for increasing civic engagement based on African American historical experiences of assimilation and acculturation</li> <li>Understand the challenges of African American unity</li> <li>Assess the importance of African American unity</li> </ul>
	<p>D2.CIV.14.9-12; D2.CIV.13.9-12; D2.CIV.14.9-12</p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group discussion on unity</li> <li>Group presentation on unifying struggles</li> </ul>
<p><b>Day 8: POLITICAL ORGANIZATION AND FOCUS - AFRICAN AMERICAN CIVIC ENGAGEMENT:</b> Structural arrangements provide the framework for participation of individuals and groups. African Americans move to establish their own political agenda in the 20<sup>th</sup> and 21<sup>st</sup> century. From the Black Panthers to the Black Lives Matter movement</p>	<ul style="list-style-type: none"> <li>Critique the role of systematic racism in the efficacy of African Americans in the political process</li> <li>Consider the historical motivations of political legal and social institutions</li> <li>Compare current federal and state practices to historical ones.</li> </ul>
	<p>D2.CIV.3.-9-12; D2.CIV.10.9-12; D2.HIST.4.9-12; D2.HIST.2.9-12</p> <ul style="list-style-type: none"> <li>Critical essay on systematic racism and efficacious political participation</li> <li>Group presentation on historical motivations of institutions</li> <li>Group poll on historical motivations identification</li> <li>Compare and contrast discussion</li> </ul>
<p><b>Day 9: CONTRIBUTION TO DEMOCRACY WITH JAZZ THROUGH HISTORY:</b> The Jazz and Democracy Project®</p>	<ul style="list-style-type: none"> <li>Explain the relationship between music and identity for minority groups</li> <li>Appreciate historical context for the development of jazz and the political parallels that can be drawn.</li> <li>Infer civic participation emanating from the structure of jazz</li> </ul>

	D2.HIST.9.9-12; D2.HIST.9.9-12; D2.HIST.4.9-12; D4.7.9-12	<ul style="list-style-type: none"> <li>• Work Group creative extension project: presenting jazz selection reflective of a specific historical context</li> <li>• In-class reflective essay on group project</li> <li>• Research paper: role of jazz in creating political context</li> </ul>
<b>Day 10: UNDERSTANDING HISTORY AT THE LOCAL LEVEL: CHICAGO COMMUNITY VISIT (PBE)</b>		

<b>The Presidential Teaching Academy            Year Three: July 2020 – July 2021            The Historical Narrative from the Hispanic People</b>		
<b>Curricular Organization Chart</b>		
<b>Day: Session Title: Session            Description</b>	<b>Learning Outcome</b>	
	<b>C3 Framework Standards Alignment</b>	<b>Performance Assessment(s)</b>
<b>Day 1: A NEW HISTORY APPROACH</b>	<ul style="list-style-type: none"> <li>• Examine history using cultural interaction in addition to traditional institutional analysis.</li> <li>• Recognize the importance of alternate interpretations of history</li> <li>• Design pathways creating history to present understanding of citizenship</li> </ul>	
	D1.2.9-12; D1.4.9-12; D2.CIV.9.9-12	<ul style="list-style-type: none"> <li>• In class written reflection/ group discussion</li> <li>• Work group product: pathways design</li> </ul>
<b>Day 2: DIVERSITY IN PEDAGOGY: The learning process for Hispanic students is facilitated with the utilization of diversity in teaching: use of bilingual language/concepts; inclusion of extended family as an anchor for learning; an intentional recognition of the complexity of Hispanic races/ethnicities</b>	<ul style="list-style-type: none"> <li>• Integrate present and past family experiences in the United States context</li> <li>• Compare the historical experiences of at least two Hispanic groups</li> <li>• Contrast Spanish words/concepts with similar English words/concepts.</li> </ul>	
	D2.HIST.7.9-12; D2.HIST.3.9-12; D2.HIST.10.9-12	

<p><b>Day 3: THE CIVIC CONSTRUCTION OF THE HISPANIC CITIZEN – EDUCATION:</b> Civic participation requires that the individual/ group is informed about the process. Education is both informative and normative.</p>	<ul style="list-style-type: none"> <li>• Understand the role of modern education in undermining Hispanic knowledge and identity.</li> <li>• Hypothesize ways in which historical educational practices have alienated the Hispanic from modern civic participation.</li> </ul>				
<p><b>Day 4: THE CIVIC CONSTRUCTION OF THE HISPANIC CITIZEN – POLITICS:</b> Varying historical experiences with United States empire and their impact on civic participation. The historical consequence of low civic infrastructure among Hispanics.</p>	<table border="1"> <tr> <td data-bbox="701 342 1266 496"> <ul style="list-style-type: none"> <li>• D2.HIST.3.9-12; D2.CIV.10.9-12</li> </ul> </td> <td data-bbox="1266 342 1919 496"> <ul style="list-style-type: none"> <li>• Reflective essay on modern education</li> <li>• Work group creative extension project on relation between educational practices and Hispanic civic participation</li> </ul> </td> </tr> <tr> <td data-bbox="701 496 1266 764"> <ul style="list-style-type: none"> <li>• Develop period narratives of the cultural impact of the extension of United States sovereignty over Latin populations.</li> <li>• Differentiate Hispanic status throughout history with an application to current civic participation.</li> </ul> </td> <td data-bbox="1266 496 1919 764"> <ul style="list-style-type: none"> <li>• D2.CIV.10.9-12; D2.CIV.2.9-12</li> <li>• Group discussion on Hispanic Status</li> <li>• Individual, Research based narratives</li> <li>• Narrative peer evaluation and rewrite</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• D2.HIST.3.9-12; D2.CIV.10.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective essay on modern education</li> <li>• Work group creative extension project on relation between educational practices and Hispanic civic participation</li> </ul>	<ul style="list-style-type: none"> <li>• Develop period narratives of the cultural impact of the extension of United States sovereignty over Latin populations.</li> <li>• Differentiate Hispanic status throughout history with an application to current civic participation.</li> </ul>	<ul style="list-style-type: none"> <li>• D2.CIV.10.9-12; D2.CIV.2.9-12</li> <li>• Group discussion on Hispanic Status</li> <li>• Individual, Research based narratives</li> <li>• Narrative peer evaluation and rewrite</li> </ul>
<ul style="list-style-type: none"> <li>• D2.HIST.3.9-12; D2.CIV.10.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective essay on modern education</li> <li>• Work group creative extension project on relation between educational practices and Hispanic civic participation</li> </ul>				
<ul style="list-style-type: none"> <li>• Develop period narratives of the cultural impact of the extension of United States sovereignty over Latin populations.</li> <li>• Differentiate Hispanic status throughout history with an application to current civic participation.</li> </ul>	<ul style="list-style-type: none"> <li>• D2.CIV.10.9-12; D2.CIV.2.9-12</li> <li>• Group discussion on Hispanic Status</li> <li>• Individual, Research based narratives</li> <li>• Narrative peer evaluation and rewrite</li> </ul>				
<p><b>Day 5: THE CIVIC CONSTRUCTION OF THE HISPANIC CITIZEN – ECONOMICS:</b> Immigration policy and labor rights share a historical relationship. The difficult and tumultuous alliance with unions creates a Hispanic labor movement.</p>	<table border="1"> <tr> <td data-bbox="701 764 1266 1068"> <ul style="list-style-type: none"> <li>• D2.CIV.6.9-12; D2.CIV.12.9-12</li> </ul> </td> <td data-bbox="1266 764 1919 1068"> <ul style="list-style-type: none"> <li>• Relate historical economic status to types of civic engagement</li> <li>• Create civic participation strategies for Hispanics that address historical impact of immigration policies on labor rights.</li> <li>• Causation and Correlation outline of relation between economic status and civic engagement</li> <li>• Work group creative extension project: issue based civic opportunities</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• D2.CIV.6.9-12; D2.CIV.12.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Relate historical economic status to types of civic engagement</li> <li>• Create civic participation strategies for Hispanics that address historical impact of immigration policies on labor rights.</li> <li>• Causation and Correlation outline of relation between economic status and civic engagement</li> <li>• Work group creative extension project: issue based civic opportunities</li> </ul>		
<ul style="list-style-type: none"> <li>• D2.CIV.6.9-12; D2.CIV.12.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Relate historical economic status to types of civic engagement</li> <li>• Create civic participation strategies for Hispanics that address historical impact of immigration policies on labor rights.</li> <li>• Causation and Correlation outline of relation between economic status and civic engagement</li> <li>• Work group creative extension project: issue based civic opportunities</li> </ul>				
<p><b>Day 6: THE HISPANIC CIVIC IDENTITY:</b> Reclamation of identity through familiarity with Hispanic success stories; the maintenance of image, language, and culture throughout history.</p>	<table border="1"> <tr> <td data-bbox="701 1068 1266 1187"> <ul style="list-style-type: none"> <li>• Understand the historical challenges to Hispanic Identity.</li> <li>• Assess the ways in which modern democratic approaches might clash with Hispanic identity.</li> </ul> </td> <td data-bbox="1266 1068 1919 1187"></td> </tr> <tr> <td data-bbox="701 1187 1266 1300"> <ul style="list-style-type: none"> <li>• D2.CIV.13.9-12; D2.CIV.14.9-12</li> </ul> </td> <td data-bbox="1266 1187 1919 1300"> <ul style="list-style-type: none"> <li>• Reflective analysis of historical challenges</li> <li>• Work group creative extension project: democracy and Hispanic identity</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Understand the historical challenges to Hispanic Identity.</li> <li>• Assess the ways in which modern democratic approaches might clash with Hispanic identity.</li> </ul>		<ul style="list-style-type: none"> <li>• D2.CIV.13.9-12; D2.CIV.14.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective analysis of historical challenges</li> <li>• Work group creative extension project: democracy and Hispanic identity</li> </ul>
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<p><b>Day 7: HISPANIC UNITY UNDER CIVIC ASSIMILATION:</b> Historically, Hispanic unity is more focused on</p>	<ul style="list-style-type: none"> <li>• Formulate approaches for increasing civic engagement based on Hispanic historical experiences of assimilation and acculturation</li> <li>• Understand the challenges of building and maintaining a cohesive civic infrastructure</li> </ul>				

resistance; a unity based on an internal identity rather than one given by external agents. Historical unifying struggles increasing Hispanic civic capacity	<ul style="list-style-type: none"> <li>Assess the importance of ‘one among many’ to recognize the plurality underlying Hispanic unity.</li> <li></li> </ul>	
	D2.CIV.14.9-12; D2.CIV.12.9-12; D2.CIV.13.9-12; D2.CIV.14.9-12	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group discussion on unity and civic capacity</li> <li>Group presentation on unifying struggles</li> </ul>
<b>Day 8: FROM INVISIBILITY TO LEGAL, POLITICAL, AND SOCIAL AUTONOMY: THE IMPACT ON HISPANIC CIVIC ENGAGEMENT:</b> Structural arrangements provide the framework for participation of individuals and groups. Citizenship, rights, and responsibilities are provided through federal/state laws and their interpretation in the courts	<ul style="list-style-type: none"> <li>Critique the role that federal and state policies have played in the efficacy of Hispanics in the political process</li> <li>Consider the historical motivations of federal and state policies</li> <li>Compare current federal and state practices to historical ones.</li> </ul>	
	D2.CIV.3.9-12; D2.HIST.4.9-12; D2.HIST.2.9-12	<ul style="list-style-type: none"> <li>Think Pair Share</li> <li>Critical essay on the institutional development of Hispanic citizenship</li> <li>Group discussion: relate institutional citizenship to practiced citizenship</li> </ul>
<b>Day 9: CONTRIBUTION TO POLICY THROUGH HISTORY:</b> Hispanics at the ballot box. The emergence of the Hispanic agenda	<ul style="list-style-type: none"> <li>Explain the relationship between historical civic experience and current policy agenda for marginalized groups.</li> <li>Appreciate historical conflict and cooperation between Hispanics and the majoritarian population in competing political agendas</li> <li>Infer civic participation emanating from increasing political power of Hispanics.</li> </ul>	
	D2.HIST.7.9-12; D2.CIV.7.9-12; D2.CIV.12.9-12; D4.7.9-12	<ul style="list-style-type: none"> <li>Work Group Creative Extension project: Hispanic political power in 50 years.</li> <li>Group discussion: Historical Diversity in the Hispanic Political agenda</li> </ul>
<b>Day 10: UNDERSTANDING HISTORY AT THE LOCAL LEVEL: CHICAGO COMMUNITY VISIT (PBE)</b>		

## **ADDRESSING THE CRITICAL SHORTAGE OF QUALIFIED FACULTY FOR DUAL ENROLLMENT PROGRAMS**

UWP offers a concurrent enrollment program, Parkside Access to College Credits (PACC), to regional area secondary schools, primarily focusing on RUSD and KUSD. The PACC Program allows eligible students to earn college and high school credit simultaneously by taking and successfully completing designated college courses at their high schools. PACC was designed to assist our secondary partners in providing options to students in their preparation to be college- and career-ready.

PACC faces the same challenge of finding teachers with the appropriate credentials to teach for the UWP as most similar programs because of the new Higher Learning Commission (HLC) Faculty Qualification Guidelines. Faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty; instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach; or if a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.<sup>8</sup> Teachers often have master's degrees; however, they are typically in Education, Curriculum & Instruction, or Leadership/Administration, not the content area for which they are teaching. According to the National Alliance of Concurrent Enrollment Partnerships (NACEP), many teachers who already have master's degrees in education discover that there are few

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<sup>8</sup> <https://hlcommission.org/Document-Library/determining-qualified-faculty.html>

incentives for them to pursue the additional subject-specific graduate coursework needed to qualify to teach concurrent enrollment courses.<sup>9</sup>

Teachers in history and/or political science/government who successfully complete this project will not only strengthen their knowledge in American history and civics, but they will earn six graduate credits hours each year of participation at no cost to them or their district. If a teacher participates for all three years they will earn the eighteen graduate credit hours required for them to teach in a concurrent enrollment program in history or political science/government. Teaching a concurrent enrollment course in American history or civics will offer students the opportunity to take college-level courses that will broaden and deepen their knowledge and ideally motivate them to become more engaged citizens in our American democracy. It is important to our regional area to be able to assist teachers in their pursuit of the required credentials whether they teach concurrent enrollment for UWP or another institution. Thus, this project will create sustainable learning opportunities for students who do not participate in the Academy.

## **TEACHER SELECTION CRITERIA**

Teacher recruitment will occur at several levels; the project director and project coordinator will work with the target district Administration to communicate with teachers in American history and civics. The Project Coordinator will visit each school within the target districts to deliver applications and hold information sessions to recruit teacher participation. The Project Coordinator will also send promotional materials to districts outside of the target area and hold information sessions as needed for teachers interested in participating. Participants with the highest score from the criteria below will be selected:

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<sup>9</sup> <http://www.nacep.org/overcoming-instructor-shortage/>



<b>Criteria for the Selection of Teachers</b>	<b>Points (max 100)</b>
Teacher is a returning participant from previous year and was successful <b>OR</b>	100
Teacher is from target districts of KUSD or RUSD	35
Teacher does not have a master's degree in American history or civics	20
Teacher has taught for less than 5 years in one of the content areas	20
Teacher is recommended by their principal or district C&I administrator	15
Teacher is currently teaching American history or civics	10

**ABSOLUTE PRIORITY TWO: CONGRESSIONAL ACADEMY FOR STUDENTS OF AMERICAN HISTORY AND CIVICS**

Each year's Congressional Academy for Students of American History and Civics will begin in the summer, typically after the fourth of July holiday. The onsite learning module will take place over a two-week period with students meeting face-to-face for a minimum of six hours per day. The theme of each year will focus on an alternative narrative from a different perspective. The full curricular outline can be seen in the charts that follow. All materials will be provided to each student electronically on a tablet provided through this project, including all syllabi, readings, case studies, videos and more. While the Academy is face-to-face, there will be significant interaction through UWP's online learning management system, D2L.

Each Academy will be taught by a UWP faculty content expert (CV in Appendix A) who will guide teachers through a rigorous and robust learning experience. The UWP faculty will be joined by regional and national experts (identified in the chart above) who will enhance the learning through their professional and/or personal connection to the theme. By placing themselves in a practical past, these individuals can be exemplars for Congressional Academy participants.

**STUDENT SELECTION CRITERIA**

Students who will be considered for participation in the Congressional Academies are selected based on the criteria shown in the chart below.

Criteria for the Selection of Students	Points (max 100)
Student is a returning participant from previous year, was successful, and still qualifies based on grade level <b>OR</b>	100
Student attends a high-minority school (30% or more students of color) or a school with 60% or more students living in poverty	35
Student is from target districts of KUSD or RUSD	30
Passing grades in Freshman and Sophomore Social Studies courses	20
Student is recommended by school principal	15

**ADDRESSING THE NEED FOR COLLEGE AND CAREER READY STUDENTS**

College and career ready in Wisconsin means “In addition to having knowledge in academic content areas, the Wisconsin way of college and career readiness values skills and habits. Our graduates must be critical thinkers, able to communicate effectively, collaborate with others, and solve real world problems. Ultimately, we want our kids to be good adults.”<sup>10</sup> Each district is approaching college and career readiness in different ways. In RUSD for example, one college readiness indicator is the opportunities for students to take dual enrollment courses.<sup>11</sup> The DPI and Wisconsin State Legislature, along with leaders from higher education, recognize the need for flexible options for students to engage in college and career readiness activities and in response Section 118.52, Wis. Stats<sup>12</sup>: *Course Options* was created as an option. Under *Course Options*, a student who is enrolled in a public school district may attend up to two courses at a time, at one or a combination of educational institutions. The University of Wisconsin System (UW System) also recognizes the importance of options for students in Administrative Policy 185: *College Credits in High School*. High school to college transition programs demonstrate the UW

<sup>10</sup> <https://dpi.wi.gov/families-students/student-success/ccr>

<sup>11</sup> <http://www.rusd.org/district/college-and-career-readiness-indicators>

<sup>12</sup> <https://docs.legis.wisconsin.gov/statutes/statutes/118/52>

System's commitment to maintaining access and affordability in higher education and advancing the Wisconsin Idea through collaborative efforts with Wisconsin high schools.

The Academy will utilize the Course Option Program to offer students participating in the Congressional Academies three undergraduate college-level credits if they successfully complete the two-week onsite academy. UWP already has these types of programs, specifically the Parkside Access to College Credit Program (PACC), a concurrent enrollment program with partnerships with RUSD and KUSD in place and can fully support the administrative and fiscal implications of offering 100 students this opportunity each summer.

**The Congressional Academy for Students**  
**Year One: July 2018 – July 2019**  
**The Historical Narrative from the Native American People**

**Curricular Organization Chart**

Day: Session Title: Session Description	Learning Outcome	
	C3 Framework Standards Alignment	Performance Assessment(s)
	Wisconsin Academic Standards	
<b>Day 1: INTRODUCTION TO HISTORICAL INTERPRETATIONS ACCORDING TO MINORITY PERSPECTIVES:</b> Identity exploration through civic/historic archeology of student genealogy.	<ul style="list-style-type: none"> <li>Understand the roles played by majority and minority cultures in civil society</li> <li>Explore one’s own historical place in American history</li> <li>Understand that history is composed of plural and diverse interests.</li> </ul>	<ul style="list-style-type: none"> <li>Create family tree within American Political History</li> <li>Poll Everywhere or Clicker Polls on pluralism in American history</li> <li>Group Work Creative Extension project: Create Bridges between Family trees</li> <li>Group presentations</li> </ul>
	D2.HIST.3.9-12; D2.HIST.4.9-12; D2.HIST.6.9-12; D2.HIST.7.9-12; D2.HIST.8.9-12	
	B.12.8	
<b>Day 2: INDIGENOUS PEDAGOGY:</b> Learning through observing, listening, and participating. The appreciation of empirical and normative history. Storytelling and story listening.	<ul style="list-style-type: none"> <li>Explain the rationale for storytelling and story listening</li> <li>Relate the facts of stories to the emotions that are created from the stories</li> <li>Create a story that represents one’s feelings about citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Original research paper on the frequency of stories to communicate information</li> <li>Group discussion on story read in class</li> <li>Group Work Creative Extension: Story creation on citizenship</li> <li>Group story reading</li> </ul>
	D3.2.9-12; D4.2.9-12 D4.3.9-12; D4.6.9-12	
	B.12.2; C.12.8; B.12.1; B.12.4; B12.15	
<b>Day 3: THE CIVIC CONSTRUCTION OF THE NATIVE AMERICAN – FEDERAL ACTS AND ASSIMILATION POLICIES:</b> Varying historical sovereign land arrangements and their impact on civic	<ul style="list-style-type: none"> <li>Identify the major types of native American land arrangements</li> <li>Explore the historical impacts of generations of reservation living</li> </ul>	<ul style="list-style-type: none"> <li>Research report comparing/contrasting land arrangements</li> </ul>
	D2.CIV.6.9-12; D2.CIV.8.9-12; D2.CIV.13.9-12; D2.HIST.1.9-12; D2.HIST.5.9-12	

participation (federal/state reservations, land allotments, restricted status)	B.12.8; B.12.13; B.12.14; C.12.2; C.12.5; C.12.6; C.12.11; C.12.15	<ul style="list-style-type: none"> <li>• Group work Creative Extension: Story creation on reservation living</li> <li>• Group presentation</li> </ul>
<b>Day 4: THE CIVIC CONSTRUCTION OF THE NATIVE AMERICAN – EDUCATION:</b> Acculturation and accommodation through education. Indian Schools	<ul style="list-style-type: none"> <li>• Compare one’s educational experience to the Native American experience with modern education.</li> <li>• Explain the reasons for the establishment of Indian boarding schools</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• In class essay</li> </ul>
	D2.CIV.5.9-12; D2.CIV.10.9-12; D2.CIV.13.9-12; D2.CIV.14.9-12	
	C.12.1; C.12.4; C.12.6; C.12.9; C.12.10; C.12.11; C.12.14; C.12.15; C.12.16 B.12.8; B.12.13; B.12.14; C.12.2; C.12.5; C.12.6; C.12.11; C.12.15	
<b>Day 5: UNDERSTANDING HISTORY AT THE LOCAL LEVEL: CHICAGO COMMUNITY VISIT (PBE)</b>		
<b>Day 6: THE CIVIC CONSTRUCTION OF THE NATIVE AMERICAN CITIZEN – ECONOMICS:</b> People living in families with incomes under \$15,000 voted at about half the rate of those living in families with incomes over \$75,000. Native American poverty rate of 25.7% (National Average is 12.4%)	<ul style="list-style-type: none"> <li>• Explain how poverty has changed throughout American history</li> <li>• Relate historical economic status to types of civic engagement</li> <li>• Create civic opportunities for Native Americans that address historical impact on housing and infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay answers on various aspects of poverty across place and history</li> <li>• Prepare a cost/benefit analysis for voting for Native Americans and the majority group</li> <li>• Group work Creative Extension: how can Native Americans civically engage to improve housing and infrastructure</li> </ul>
	D2.CIV.6.9-12; D2.CIV.12.9-12	
	C.12.1; C.12.5; C.12.9; C.12.16	
<b>Day 7: THE NATIVE AMERICAN CIVIC IDENTITY:</b> Reclamation of identity through familiarity with Native American success stories; the maintenance of image, language, and culture throughout history	<ul style="list-style-type: none"> <li>• Discuss how your family maintains your culture.</li> <li>• Explore the ways in which your culture encourages civic engagement</li> <li>• Explain how Native American culture has been maintained throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on civic engagement</li> </ul>
	D2.CIV.7.9-12; D2.CIV.10.9-12; D2.HIST.1.9-12; D2.HIST.2.9-12; D4.7.9-12	

	B.12.7; B.12.13; C.12.9; C.12.10; C.12.14; C.12.16	<ul style="list-style-type: none"> <li>• Group work Creative Extension Project: Historical Diorama on Native American culture</li> <li>• In class reflection and presentation on family culture</li> </ul>
<b>Day 8: NATIVE AMERICAN UNITY UNDER CIVIC ASSIMILATION:</b> Historically Native American unity is more focused on resistance; a unity based on an internal identity rather than one given by external agents. Historical unifying struggles increasing Native American civic capacity.	<ul style="list-style-type: none"> <li>• Formulate approaches for increasing civic engagement based on Native American historical experiences of assimilation and acculturation.</li> <li>• Understand the challenges of building and maintaining a cohesive civic infrastructure.</li> <li>• Assess the importance of Native American unity.</li> </ul>	
	D2.CIV.1.9-12; D2.CIV.2.9-12; D2.CIV.14.9-12	<ul style="list-style-type: none"> <li>• Photo journal of Red Cliff Tribe civic infrastructure ( using field trip experience)</li> </ul>
	C.12.7; C.12.7; C.12.16	<ul style="list-style-type: none"> <li>• Diagrammatic report of Native American Unity’s impact on political efficacy</li> </ul>
<b>Day 9: SOVEREIGNTY: Impact of Changing Tribal Sovereignty on Native American Civic Engagement:</b> Structural arrangements provide the framework for participation of individuals and groups. Citizenship, rights, and responsibilities are provided through treaty and federal policies.	<ul style="list-style-type: none"> <li>• Explain the historical development of the Native American citizenship experience.</li> <li>• Identify the ways in which Native Americans have changed American democracy.</li> </ul>	
	D2.CIV.2.9-12; D2.CIV.4.9-12; D2.CIV.5.9-12; D2.CIV.6.9-12; D2.CIV.7.9-12; D2.CIV.8.9-12; D2.CIV.10.9-12; D2.HIST.1.9-12	<ul style="list-style-type: none"> <li>• Compare Native American citizenship today to 100 years ago.</li> <li>• Group Work Creative Extension project: Ways Native Americans have changed democracy</li> </ul>
	B.12.13; C.12.2; C.12.3; C.12.4; C.12.5; C.12.7; C.12.9; C.12.10; C.12.11; C.12.14; C.12.16	<ul style="list-style-type: none"> <li>• Group discussion: Defining Democracy</li> </ul>
<b>Day 10: CONTRIBUTION TO ENVIRONMENTAL POLICY THROUGH HISTORY: Native Americans and land stewardship</b>	<ul style="list-style-type: none"> <li>• Differentiate conservation from sustainable development</li> <li>• Assess the role of Native Americans in the appreciation of the environment</li> </ul>	
	D1.2.9-12; D2.CIV.5.9-12; D3.2.9-12	<ul style="list-style-type: none"> <li>• Think Pair Share</li> </ul>
	B.12.1; B.12.2; C.12.4; C.12.9; C.12.10; C.12.11 C.12.4; C.12.9; C.12.10; C.12.11	<ul style="list-style-type: none"> <li>• Integrative Essay on land stewardship in the National Parks compared to the Native American reservations (using field trip experience)</li> </ul>

**The Congressional Academy for Students**  
**Year Two: July 2019 – July 2020**  
**The Historical Narrative from the African American People**

**Curricular Organization Chart**

Day: Session Title: Session Description	Learning Outcome	
	C3 Framework Standards Alignment	Performance Assessment(s)
	Wisconsin Academic Standards	
<b>Day 1: MINORITY PERSPECTIVES ON HISTORY:</b> Identity exploration through civic/historic archeology of student genealogies.	<ul style="list-style-type: none"> <li>Understand the roles played by majoritarian and minoritarian cultures in civil society</li> <li>Explore one’s own historical place in American history</li> <li>Understand that history is composed of plural and diverse interests.</li> </ul>	<ul style="list-style-type: none"> <li>Create family tree within American Political History</li> <li>Poll Everywhere or Clicker Polls on pluralism in American history</li> <li>Group Work Creative Extension project: Create Bridges between Family trees</li> <li>Group presentations</li> </ul>
	D2.HIST.3.9-12; D2.HIST.4.9-12; D2.HIST.6.9-12; D2.HIST.7.9-12; D2.HIST.8.9-12	
	B.12.8	
<b>Day 2: AFROCENTRIC APPROACH TO HISTORY:</b> The restoration of sovereignty; Living in the present to learn from the past; Restoration of public confidence/trust; 21 <sup>st</sup> Century leadership and service (Hotep, 2010); describe historical periods in terms of trust and confidence and relate to participation	<ul style="list-style-type: none"> <li>Utilize group based, relational learning practices to connect present practices to the past.</li> <li>Consider how historical interpretation can change according to group perspectives</li> <li>Give examples of personal and political trust</li> </ul>	<ul style="list-style-type: none"> <li>Small, medium, large group discussion on the relation of the present to the past</li> <li>Create a comparative chart for personal and political trust</li> <li>In-class reflective essay on historical experience and trust</li> </ul>
	D2.CIV.5.9-12; 2.CIV.7.9-12; D2.CIV.9.9-12; D2.HIST.7.9-12	
	C.12.4; C.12.9; C.12.10; C.12.11; C.12.16;	
<b>Day 3: THE CIVIC CONSTRUCTION OF THE AFRICAN AMERICAN CITIZEN - EDUCATION:</b> Civic participation requires	<ul style="list-style-type: none"> <li>Hypothesize ways in which historical educational practices have alienated the African American from modern civic participation</li> <li>Discuss the role of photographs, documents, and artifacts in preserving history</li> </ul>	

that the individual/ group is informed about the process. During slavery, constraining African American education was used as a method to quell agency. After emancipation, African American education was relegated to poorly funded segregated schools.	<ul style="list-style-type: none"> <li>Relate narratives regarding historical educational experiences of African Americans using photographs, documents, and artifacts.</li> </ul>
	D1.5.9-12; D2.CIV.13.9-12; D2.CIV.14.9-12; D3.1.9-12
	B.12.2; B.12.5; C12.1; C.12.6; C.12.13; C.12.15; C.12.16 <ul style="list-style-type: none"> <li>Photojournalism project on historical messaging in education</li> <li>Group presentation of a story interpreting a photograph or artifact in African American education</li> <li>Role play of a historical educational experience/Analysis</li> </ul>
<b>Day 4: THE CIVIC CONSTRUCTION OF THE AFRICAN AMERICAN CITIZEN - POLITICS:</b> After 255 years of slavery in the US, the disenfranchisement of the African American citizen creates a political sense of inefficacy and alienation. Generational knowledge cumulates and creates a political sense of self that is externally defined	<ul style="list-style-type: none"> <li>Develop period narratives of the cultural impact of conflict over African American citizenship</li> <li>Differentiate African American status throughout history with an application to current civic participation.</li> <li>Describe alternative outcomes to significant challenges to African American participation</li> </ul>
	D2.CIV.2.9-12; D4.2.9-12; D4.7.9-12
	B.12.1; B.12.4; B.12.15; C.12.7; C.12.8 <ul style="list-style-type: none"> <li>Group work Creative Extension Project: Create alternative outcomes to significant African American Historical Experience</li> <li>Present PowerPoint image telling a story of conflict over African American citizenship</li> </ul>
<b>Day 5: UNDERSTANDING HISTORY AT THE LOCAL LEVEL: CHICAGO COMMUNITY VISIT (PBE)</b>	
<b>Day 6: THE CIVIC CONSTRUCTION OF THE AFRICAN AMERICAN CITIZEN - POVERTY AND INSTITUTIONALIZED RACISM:</b> Poverty is more than an economic state; African American perspective on the economic demographic may be different than reality	<ul style="list-style-type: none"> <li>Explain how poverty has changed throughout American history</li> <li>Relate historical economic status to types of civic engagement</li> <li>Create civic opportunities for African Americans that address historical impact of poverty on incarceration</li> </ul>
	D2.CIV.6.9-12; D2.CIV.12.9-12
	C.12.1; C.12.5; C.12.9; C.12.16 <ul style="list-style-type: none"> <li>Short essay answers on various aspects of poverty across place and history</li> <li>Prepare a cost/benefit analysis for voting for African Americans and the majority group</li> </ul>



		<ul style="list-style-type: none"> <li>• Group work Creative Extension: how can African Americans civically engage to decrease incarceration rates</li> </ul>
<p><b>Day 7: THE AFRICAN AMERICAN CIVIC IDENTITY:</b> Reclamation of identity through familiarity with African American success stories; the maintenance of image, language, and culture throughout history.</p>	<ul style="list-style-type: none"> <li>• Discuss how your family maintains your culture.</li> <li>• Explore the ways in which your culture encourages civic engagement</li> <li>• Explain how African American culture has been maintained throughout history.</li> </ul>	
	D2.CIV.7.9-12; D2.CIV.10.9-12; D2.HIST.1.9-12; D2.HIST.2.9-12; D4.7.9-12	<ul style="list-style-type: none"> <li>• Group discussion on civic engagement</li> <li>• Group work Creative Extension Project: Historical Diorama on African American culture</li> </ul>
	B.12.13; B.12.7; C.12.9; C.12.10; C.12.14; C.12.16	<ul style="list-style-type: none"> <li>• In class reflection and presentation on family culture</li> </ul>
<p><b>Day 8: AFRICAN AMERICAN UNITY UNDER CIVIC ASSIMILATION:</b> Historically African American unity is more focused on confrontation; a unity still conflicted between internal identity and that given by external agents. Historical unifying struggles increasing African American civic capacity</p>	<ul style="list-style-type: none"> <li>• Formulate approaches for increasing civic engagement based on African American historical experiences of assimilation and acculturation.</li> <li>• Understand the challenges of building and maintaining a cohesive civic infrastructure.</li> <li>• Assess the importance of African American unity using the Black Metropolis neighborhood as an example.</li> </ul>	
	D2.CIV.1.9-12; D2.CIV.2.9-12; D2.CIV.14.9-12	<ul style="list-style-type: none"> <li>• Photo journal of Black Metropolis civic infrastructure (using field group experience)</li> </ul>
	C.12.1; C.12.7; C.12.16	<ul style="list-style-type: none"> <li>• Diagrammatic report of African American Unity’s impact on political efficacy</li> </ul>
<p><b>Day 9: POLITICAL ORGANIZATION AND FOCUS: AFRICAN AMERICAN CIVIC ENGAGEMENT:</b> Structural arrangements provide the framework for participation of individuals and groups. African Americans move to establish their own</p>	<ul style="list-style-type: none"> <li>• Explain the historical development of the African American citizenship experience.</li> <li>• Identify the ways in which African Americans have changed American democracy</li> </ul>	
	D2.CIV.2.9-12; D2.CIV.4.9-12; D2.CIV.5.9-12; D2.CIV.6.9-12; D2.CIV.7.9-12; D2.CIV.8.9-12; D2.CIV.10.9-12; D2.HIST.1.9-12	<ul style="list-style-type: none"> <li>• Compare African American citizenship today to 100 years ago.</li> </ul>

political agenda in the 20 <sup>th</sup> and 21 <sup>st</sup> century. From the Black Panthers to the Black Lives Matter movement	B.12.13; C.12.2; C.12.3; C.12.4; C.12.5; C.12.7; C.12.9; C.12.10; C.12.11; C.12.14; C.12.16	<ul style="list-style-type: none"> <li>• Group Work Creative Extension project: Ways Native Americans have changed democracy</li> <li>• Group discussion: Defining Democracy</li> </ul>
<b>Day 10: CONTRIBUTION TO DEMOCRACY WITH JAZZ THROUGH HISTORY: The Jazz and Democracy Project®</b>	<ul style="list-style-type: none"> <li>• Explain the relationship between music and identity for minority groups</li> <li>• Appreciate historical context for the development of jazz and the political parallels that can be drawn.</li> <li>• Compare the role that jazz played in the early 20<sup>th</sup> century to the role of hip hop and R&amp;B in the 21<sup>st</sup> century in terms of engagement with majoritarian culture.</li> </ul>	
	D2.HIST.4.9-12; D2.HIST.5.9-12; D2.HIST.9.9-12	<ul style="list-style-type: none"> <li>• Interpretive essay of selected music and its reflection of political context</li> </ul>
	B.12.7; B.12.8; B.12.14 C.12.4; C.12.9; C.12.10; C.12.11	<ul style="list-style-type: none"> <li>• Group Discussion: Identification of roots of jazz and its political relevance</li> <li>• Group presentation; Jazz and Politics, selected modern music and politics</li> </ul>

<b>The Congressional Academy for Students</b> <b>Year Three: July 2020 – July 2021</b> <b>The Historical Narrative from the Hispanic People</b> <b>Curricular Organization Chart</b>		
Day: Session Title: Session Description	Learning Outcome	
	C3 Framework Standards Alignment	Performance Assessment(s)
	Wisconsin Academic Standards	
<b>Day 1: MINORITY PERSPECTIVES ON HISTORY: Identity exploration through civic/historic archeology of student genealogies.</b>	<ul style="list-style-type: none"> <li>• Understand the roles played by majoritarian and minoritarian cultures in civil society</li> <li>• Explore one’s own historical place in American history</li> <li>• Understand that history is composed of plural and diverse interests.</li> </ul>	
	D2.HIST.3.9-12; D2.HIST.4.9-12; D2.HIST.6.9-12; D2.HIST.7.9-12; D2.HIST.8.9-12	<ul style="list-style-type: none"> <li>• Create family tree within American Political History</li> </ul>
	B.12.8	<ul style="list-style-type: none"> <li>• Poll Everywhere or Clicker Polls on pluralism in American history</li> </ul>

		<ul style="list-style-type: none"> <li>• Group Work Creative Extension project: Create Bridges between Family trees</li> <li>• Group presentations</li> </ul>
<p><b>Day 2: LEARNING AND ENGAGEMENT STYLES:</b> Learning styles are individual and cultural. The learning process for Hispanic students is facilitated with the utilization of diversity in teaching: use of bilingual language/concepts; inclusion of extended family as an anchor for learning; an intentional recognition of the complexity of Hispanic races/ethnicities</p>	<ul style="list-style-type: none"> <li>• Integrate present and past family experiences in the United States context</li> <li>• Compare the historical experiences of at least two Hispanic groups</li> <li>• Contrast Spanish words/concepts with similar English words/concepts.</li> </ul>	
	D2.HIST.2.9-12; D2.HIST.3.9-12; D2.HIST.10.9-12	<ul style="list-style-type: none"> <li>• Create photo collage of family historical experiences in the United States</li> </ul>
	B.12.7; B.12.8	<ul style="list-style-type: none"> <li>• Comparative outline of two Hispanic group experiences in the United States</li> <li>• Group Work Creative Extension project: concept exploration between Spanish and English ( or any other language and English)</li> </ul>
<p><b>Day 3: THE CIVIC CONSTRUCTION OF THE HISPANIC CITIZEN. EDUCATION:</b> Civic participation requires that the individual/ group is informed about the process. Education is both informative and normative. Segregation and micro aggressions since the Treaty of Guadalupe Hidalgo</p>	<ul style="list-style-type: none"> <li>• Understand the role of past and present education in inhibiting Hispanic educational attainment and achievement.</li> <li>• Hypothesize ways in which historical educational practices have alienated the Hispanic from modern civic participation.</li> </ul>	
	D2.CIV.5.9-12; D2.CIV.10.9-12; D2.CIV.13.9-12; D2.CIV.14.9-12	<ul style="list-style-type: none"> <li>• Photojournalism project on historical messaging in education</li> </ul>
	C.12.1; C.12.4; C.12.6; C.12.9; C.12.10; C.12.11; C.12.14; C.12.16; C.12.16	<ul style="list-style-type: none"> <li>• Group presentation of a story interpreting a photograph or artifact in Hispanic education</li> <li>• Role play of a historical educational experience/Analysis</li> </ul>
<p><b>Day 4: THE CIVIC CONSTRUCTION OF THE HISPANIC CITIZEN – POLITICS:</b> Varying historical experiences with United States empire and their impact on civic participation.</p>	<ul style="list-style-type: none"> <li>• Develop period narratives of the cultural impact of the extension of United States sovereignty over Hispanic populations.</li> <li>• Differentiate Hispanic status throughout history with an application to current civic participation.</li> <li>• Hypothesize how immigrant characteristics can inhibit civic participation</li> </ul>	
	D2.CIV.2.9-12; D4.2.9-12; D4.7.9-12	<ul style="list-style-type: none"> <li>• In class essay on the Hispanic impact of the extension of American Sovereignty</li> </ul>
	B.12.1; B.12.4; B.12.15; C.12.7; C.12.8;	

		<ul style="list-style-type: none"> <li>• Group work Creative Extension Project: Civic Consequences of Hispanic Historical Experiences in the United States</li> <li>• Present PowerPoint image telling a story of conflict over immigration policies</li> </ul>
<b>Day 5: UNDERSTANDING HISTORY AT THE LOCAL LEVEL: CHICAGO COMMUNITY VISIT (PBE)</b>		
<b>Day 6: THE CIVIC CONSTRUCTION OF THE HISPANIC CITIZEN. ECONOMICS:</b> Immigration policy and labor` rights share a historical relationship. The difficult and tumultuous alliance with unions creates a Hispanic labor movement.	<ul style="list-style-type: none"> <li>• Relate historical economic status to types of civic engagement</li> <li>• Create civic opportunities for Hispanics that address historical impact of immigration policies on labor rights.</li> </ul>	
	D2.CIV.6.9-12; D2.CIV.12.9-12 C.12.1; C.12.5; C.12.9; C.12.16	<ul style="list-style-type: none"> <li>• Short essay answers on various aspects of poverty across place and history</li> <li>• Prepare a cost/benefit analysis for voting for Hispanics and the majority group</li> <li>• Group work Creative Extension: how can Hispanics civically engage to increase labor rights</li> </ul>
<b>Day 7: THE HISPANIC CIVIC IDENTITY:</b> Reclamation of identity through familiarity with Hispanic success stories; the maintenance of image, language, and culture throughout history.	<ul style="list-style-type: none"> <li>• Discuss the ways in which the Hispanic community has built bridges across various Hispanic cultures throughout history.</li> <li>• Explore the ways in which your culture encourages civic engagement.</li> </ul>	
	D2.CIV.7.9-12; D2.CIV.10.9-12; D2.HIST.1.9-12; D2.HIST.2.9-12; D4.7.9-12; B.12.7; B.12.13; C.12.9; C.12.10; C.12.14; C.12.16;	<ul style="list-style-type: none"> <li>• Group discussion on civic engagement</li> <li>• Group work Creative Extension Project: Historical Diorama on Hispanic culture</li> <li>• In class reflection and presentation on family culture</li> </ul>
<b>Day 8: HISPANIC UNITY UNDER CIVIC ASSIMILATION:</b> Historically Hispanic unity is more focused on resistance; a unity based on an internal identity rather than one given by external agents. Historical unifying struggles increasing	<ul style="list-style-type: none"> <li>• Formulate approaches for increasing civic engagement based on Hispanic historical experiences of assimilation and acculturation</li> <li>• Understand the challenges of building and maintaining a cohesive civic infrastructure</li> <li>• Assess the importance of Hispanic unity using the Pilsen neighborhood as an example.</li> </ul>	

<p>Hispanic civic capacity. The Case of the Pilsen Neighborhood in Chicago</p>	<p>D2.CIV.1.9-12; D2.CIV.2.9-12; D2.CIV.14.9-12</p>	<ul style="list-style-type: none"> <li>• Photo journal of Pilsen neighborhood civic infrastructure ( using field group experience)</li> <li>• Diagrammatic report of Hispanic Unity’s impact on political efficacy</li> </ul>
<p><b>Day 9:</b> FROM INVISIBILITY TO LEGAL, POLITICAL, AND SOCIAL AUTONOMY: THE IMPACT ON HISPANIC CIVIC ENGAGEMENT: Structural arrangements provide the framework for participation of individuals and groups. Citizenship, rights, and responsibilities are provided through federal/state laws and their interpretation in the courts</p>	<ul style="list-style-type: none"> <li>• Explain the historical development of the Hispanic citizenship experience</li> <li>• Identify ways in which Hispanic have changed American democracy.</li> </ul> <p>D2.CIV.4.9-12; D2.CIV.5.9-12; D2.CIV.6.9-12; D2.CIV.7.9-12; D2.CIV.8.9-12; D2.CIV.10.9-12 C.12.2; C.12.3; C.12.4; C.12.5; C.12.9; C.12.10; C.12.11; C.12.14; C.12.16</p>	<ul style="list-style-type: none"> <li>• Compare Hispanic citizenship today to 100 years ago.</li> <li>• Group Work Creative Extension project: Ways Hispanics have changed democracy</li> <li>• Group discussion: Defining Democracy</li> </ul>
<p><b>Day 10:</b> CONTRIBUTION TO POLICY THROUGH HISTORY: Hispanics at the ballot box. The emergence of the Hispanic political agenda</p>	<ul style="list-style-type: none"> <li>• Explain the relationship between historical civic experience and the development of a policy agenda for marginalized groups.</li> <li>• Appreciate historical conflict and cooperation between Hispanics and the majoritarian population in competing political agendas</li> <li>• Describe civic participation emanating from increasing political power of Hispanics.</li> </ul> <p>D2.CIV.5.9-12; D2.CIV.6.9-12; D2.CIV.7.9-12; C.12.4; C.12.5; C.12.9; C.12.10; C.12.11 C.12.4; C.12.9; C.12.10; C.12.11;</p>	<ul style="list-style-type: none"> <li>• Research paper explaining and analyzing the Hispanic policy agenda</li> <li>• Think Pair Share- Describe political power</li> </ul>

**PARTNERSHIPS FOR PROJECT EFFECTIVENESS AND SUCCESS**

<b>PARTNERS</b>	<b>RATIONALE FOR SELECTION</b>	<b>SPECIFIC ACTIVITIES</b>
<p>The Wisconsin Department of Public Instruction *Support Letter in Appendix B</p>	<ul style="list-style-type: none"> <li>• Collaboration with the state agency that advances public education in Wisconsin.</li> <li>• The mission of the Content and Learning Team (Social Studies) is to enhance the quality of teaching and learning from cradle to career through leadership, innovation, collaboration, communication, and service which can be served through this project.</li> <li>• Kristen McDaniels, Social Studies Consultant has unprecedented connections and influence with the social studies teachers in Wisconsin; paired with her content knowledge and pedagogical skills she will contribute significantly to the integrity of the project.</li> <li>• David O’Connor, the American Indian Studies Consultant provides a depth of knowledge both professionally as well as personally.</li> <li>• Professional connections to the specific areas identified within the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Both consultants will collaborate on the development of curricular design for both teachers and students.</li> <li>• Both consultants to serve on the Steering Committee meeting every other month to design, review, revise, and assess curriculum.</li> <li>• The American Indian Studies Consultant will participate in both the Presidential and Congressional Academies as a guest speaker.</li> <li>• Both consultants will promote the Academies with teachers in identified districts.</li> </ul>
<p>Kenosha Unified School District *Support Letter in Appendix B</p>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> largest school district in state, with a student demographic aligned to the focus of the project intent and project direction.</li> <li>• UWP has established partnerships with KUSD, the Chief Academic Officer, the Social Studies coordinator, and the secondary schools to provide college-level learning in the high school in an effort to increase access to flexible opportunities for students who desire</li> </ul>	<ul style="list-style-type: none"> <li>• The Chief Academic Officer and Social Studies Coordinator will serve on the Steering Committee meeting every other month to design, review, revise, and assess curriculum.</li> <li>• The Social Studies Coordinator will collaborate on the development of curricular design for both teachers and students.</li> </ul>

	<p>more academic rigor beyond high school.</p>	<ul style="list-style-type: none"> <li>• The District will promote the Academies with teachers and students in their districts.</li> <li>• The district will assist the project with assessment of student learning.</li> </ul>
<p>Racine Unified School District *Support letter in Appendix B</p>	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> largest school district in the state, with a student demographic aligned to the focus of the project intent and project direction.</li> <li>• UWP has established partnerships with RUSD, the Executive Director of Curriculum and Instruction, and the secondary schools to provide college-level learning in the high school in an effort to increase access to flexible opportunities for students who desire more academic rigor beyond high school.</li> <li>• UWP is actively involved with RUSD and their Secondary Transformation to create the Academies of Racine, which are guided pathways which provide students with a plan to connect coursework in high school with college and career opportunities after graduation.</li> </ul>	<ul style="list-style-type: none"> <li>• The Executive Director of Curriculum and Instruction will serve on the Steering Committee meeting every other month to design, review, revise, and assess curriculum.</li> <li>• The District will promote the Academies with teachers and students in their districts.</li> <li>• The district will assist the project with assessment of student learning.</li> </ul>

**EVIDENCE OF KNOWLEDGE FROM RESEARCH AND PRACTICE TO SUPPORT PROJECT SUCCESS**

According to the Nation’s Report Card (NAEP), 12% of high school seniors scored at or above the proficiency level in US history in 2010, while 24% scored at this level in Civics. For 8<sup>th</sup> graders in 2014, the scores were 18% and 23% respectively. For minority students, student in public schools, and students in schools participating in the free or reduced lunch program, the improvement in scores from the previous assessment was substantially reduced.

During the 2015-16 school year, Wisconsin began using the Wisconsin Forward Exam to assess student knowledge in a variety of content areas including social studies. The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do to be college and career ready. The Forward Exam is administered online in the spring of each school year at grades 4, 8, and 10 in Social Studies.

**Table 3** demonstrates that KUSD and RUSD eighth grade students score below the state average in the Social Studies content area, with many high schools scoring significantly lower than the state average. In 10<sup>th</sup> grade, this trend continues, with the disparity worsening for KUSD.

**Table 3.** Student Achievement Data on 2015 -2016 Wisconsin Forward Exam

<b>2015 – 2016 Wisconsin Forward Exam – Social Studies Content Area Percentage of Students at Proficiency</b>						
<b>District/ School</b>	<b>8<sup>th</sup> Grade Score</b>	<b>State Average</b>	<b>% Difference</b>	<b>10<sup>th</sup> Grade Score</b>	<b>State Average</b>	<b>% Difference</b>
KUSD	48.8%	49.4%	<b>-0.6%</b>	40.2%	46.7%	<b>-6.5%</b>
KUSD: Bradford				28.1%	46.7%	<b>-18.6%</b>
KUSD: Harborside Academy				50.5%	46.7%	+3.8%
KUSD: Hillcrest				0%	46.7%	<b>-46.7%</b>
KUSD: Indian Trail Academy and School				40.5%	46.7%	<b>-6.2%</b>
KUSD: Lakeview Technology Academy				85.8%	46.7%	+39.1%
KUSD: Reuther				19.3%	46.7%	<b>-27.4%</b>
KUSD: Tremper				41.4%	46.7%	<b>-5.3%</b>
RUSD	31.5%	49.4%	<b>-17.9%</b>	31.5%	46.7%	<b>-15.2</b>
RUSD: Case				37.8%	46.7%	<b>-8.9%</b>
RUSD: Horlick				25.8%	46.7%	<b>-20.9%</b>



RUSD: Park				19.7%	46.7%	<b>-27%</b>
RUSD: REAL School				54.2%	46.7%	+7.5%
RUSD: Walden III				66.7%	46.7%	+20%

We need to see ourselves in history to value its lessons. One of the reasons why critical issues in our civic communities have not changed is because those affected by those issues may not see the relevant lessons that they can find in the past. (Lopez, 2002) Race, ethnicity, history, and identity are all bound up in a contested arena of discourse that has yet to be confronted, let alone resolved. Race is a concept with 16<sup>th</sup> century origins and used to justify colonialism and oppression and is now recognized to have no scientific legitimacy, yet is still used as an organizing administrative/bureaucratic trope by government to control discourse and to neutralize any development of social or civic identity by traditionally marginalized minority groups. O’Brien (2010, p 20) uses local histories of New England to illustrate how European settlers removed even the possibility of engagement from the Native American. “The Red Men in small and scattered bands roamed the stately forests and interminable prairies, hunted the bison and the deer, fished the lakes and streams, gathered around the council-fire and danced the war-dance; but they planted no states, founded no commerce, cultivated no arts, built up no civilizations. . . . *They made no history.*”

The words and concepts of a civil society created by a majority culture often reflect the concerns of that culture and, rather than accept alternative viewpoints, present their own political social and economic issues on those who cannot appreciate the significance of these issues. (Ngugi, 1994) For instance, ‘feminism’ is a concept with limited meaning to many Native Americans. (Tohe, 2000) ‘Hispanic’ is a “race” label favored by the US government, while “Latino” is an “ethnic” identity favored by some groups of Hispanic descent, like “Chicano”, or

even “Mestizo” when Hispanic identities also involve Native American identities, or when African American and Native identities blend, such as with many Seminole and Cherokee or Mohegan people who can trace ancestry and identity from both the Old and New Worlds. In a history dominated by a majority culture, these identities are not recognized. It is no surprise that marginalized groups cannot see the relevance of history or civic engagement.

We address the significance of hegemonic presentation of history, not only in terms of the content, but in the manner in which we engage the content. Our academies will increase teacher and student learning of US History and its civic applications through the intentional use of a new historical approach. Nearly one hundred years ago, James Robinson (1921) recognized the use of history as an education to citizenship, but criticized the over reverence of history and the unwillingness to confront it as resulting in a continuation of old citizenship. This practice has two consequences: 1) those who have not been a part of the institutions of ‘old citizenship’ see no value in learning the history; and 2) we are not using the past to reform the present. Since then, new history has become more nuanced in its application, and includes the following characteristics designed to increase critique and creative thought, as well as inclusion of previously marginalized groups (Zinn, 1980). These include less reliance on facts, and more on concepts and applications (Erickson, 2012), the use of local resources and primary source materials (Aktekin, 2010), place-based learning experiences (Jordanova, 2006), and shared responsibility for learning between the teacher and the student (AAHE, ACPA, and NASPA Joint report, 1998). This is the approach of our Academies.

## **SIGNIFICANCE**

### **BUILDING CAPACITY FOR SERVICE**

UW-Parkside’s civic action plan includes a commitment to *be an active citizen and authentic partner in improving the economic, social, political, and cultural life of its local,*

*regional, and global communities.* An actionable goal from this commitment is to partner with K-12 and encourage our students to be actively engaged in their own communities, whether it be local or global. Thus, the Academies will not occur in a vacuum. They are part of a continuing and sustainable mission to increase college and career readiness and actively engaged citizens. The Academies integrate with UW-Parkside’s dual enrollment partnership with regional high schools, teacher development, master’s level training for teachers in advanced social studies, and a commitment to a professional learning community. Further, our impact does not cease with the participants of the academies. Each teacher has the opportunity to engage in learning at least 90 students each semester. Thus, 9000 students benefit from the professional learning opportunities within the Academies each year, even though they have not directly participated.

## MANAGEMENT PLAN

### ACHIEVING OBJECTIVES ON-TIME AND WITHIN BUDGET

Staff Title	Responsibility
<b>Project Director (PD)</b>	Provides leadership and overall administration of the project; develop and implement the Presidential and Congressional Academies to align with the goals of the project; supervises and evaluates all personnel working in the project; serves as the liaison for all key stakeholders; ensures compliance with university and federal guidelines; coordinates preparation of the annual performance report; and negotiates all aspects of the project with the U.S. Department of Education.
<b>Evaluator</b>	Evaluation of project outcomes and objectives; prepares reports on project data as identified in assessment design; coordination of data collection with the Office of Institutional Effectiveness; works with PD to prepare the annual performance reports.
<b>Co-Project Coordinator (PC)</b>	Assists in the design and implementation of Academies; coordinates promotion, recruitment, and enrollment of teachers and students in the Academies; implementation, coordination, and ongoing fiscal and programmatic oversight/compliance within the project; counsels and advises participants;
<b>Co-Project Coordinator (PC)</b>	Prepares contracts for faculty, staff and speakers; processes, reviews, and tracks payments; schedules all travel, accommodations, and site visits for speakers and place-based learning trips;

<b>Faculty Leads (3)</b>	Responsible for academic content and delivery of the Academies. Participate in formative and summative learning assessment. One UWP Faculty lead per year.
<b>Diversity and Inclusion Specialist</b>	Assists the PD in the design and implementation of the three years of Academies, including content and culturally responsive pedagogy.
<b>Steering Committee</b>	Meets every other month to review status reports; make recommendations for project revisions; identifies project barriers; reviews feedback from teachers and students participating in the program. The Steering Committee includes members of the management team, partner representatives, a history/civics teacher from each partner district, and two students.

UWP’s Research Administration Department and UWP Business Services staff, collectively oversee all grants and contracts for UWP. UWP employs a full-time Grant Accountant who manages all grant account expenditures and the preparation of financial status reports, and uses a financial reporting system (PeopleSoft) to monitor revenue and expenditures. UWP has extensive experience managing federal and nonfederal grants and contracts and provides on-site monitoring of financial systems. Recent experience includes grants and contracts from eight different federal agencies totaling close to \$4 million during the past two fiscal years. As a campus, we have the capability to support this project through strong administrative leadership, multi-college advocacy for civic engagement among faculty and administrators and an infrastructure to assist in successful execution of this project.



## PROJECT EVALUATION

### ASSESSMENT: OBJECTIVE PERFORMANCE MEASURES

#### ACADEMY YEARLY PROGRAM OUTCOMES

Program Outcome	Evidence	When Administered, Who will Administer	Variables Assessed
Create pathways connecting past practices of civic engagement to current opportunities (for teachers only)	Teachers will create and present a <b>content module</b> that will deepen the learning of history for their students	Final product and activity of the academy. Faculty director	Characteristics of New History approach: 1. Primary sources, 2. local references, 3. current applications, 4. collaborative learning, 5. personal narratives
Move from passive to active citizenship	<b>Focus Groups</b>	1 month after Academies 3 months after Academies	Measures of Political participation: 1. Civic Knowledge 2. Voting 3. Volunteerism 4. Community Involvement
Reframe civic engagement in ways that build upon historical lessons	<b>Pre/post-test</b> self-evaluations Post-test immediately following and 1 year later	Program director will create instrument. Delivered by Faculty director (pre) and program coordinator (post)	1. Information gathering 2. Increase in ability to make inferences based on current and past events 3. develop opinions on issues, with references to past events 4. more distinct sense of self
Formulate approaches for increasing civic engagement based on native American,	<b>Academy Assignment activity</b> Group developed product, and dialogue during presentation	Day 7 of academy Graded by Faculty Director	1. Identification of objectives of civic engagement Identification of historical events useful in the formulation of approaches

African American and Hispanic historical experiences of assimilation and acculturation			<ol style="list-style-type: none"> <li>Analytical comparison of past experiences with current</li> <li>Critical assessment of context ( past and present)</li> </ol>
Use history to make sense of their lives.	<b>Journals and reflections</b> (onsite instruction and place based learning experience)	Throughout academies, graded by Faculty Director, assessed by Project Evaluator	<p>In addition to content, journals and reflections will be content analyzed on indicators of:</p> <ol style="list-style-type: none"> <li>Agreeableness</li> <li>Conscientiousness</li> <li>Extraversion</li> <li>Emotional range</li> <li>Openness</li> </ol>
Increase content knowledge of history	<p><b>Grade</b> for Academy (direct assessment)</p> <p><b>History grade</b> compared to previous year (direct assessment, students only)</p> <p>Performance on History standard exams (High School level)</p>	End of Academy, Faculty Lead Project Coordinator and Project Evaluator	<ol style="list-style-type: none"> <li>Individual Content knowledge</li> <li>Sustainability of interest in content</li> </ol>
Share knowledge with others	Introduction of <b>new history content</b> to teacher's curricula;	Project coordinator	<ol style="list-style-type: none"> <li>Report on introduction of material by teachers, assessment of learning impact</li> <li>Percentage of civic engagement material included in the content</li> </ol>
Increase ability to write a reflective narrative focusing on analysis and argument	<p>Grade on Academy writing assignments</p> <p>Score improvement on ACT writing test (required in junior year)</p>	Faculty Lead, during Academies Project Coordinator and Project Evaluator	<ol style="list-style-type: none"> <li>Rubric for Early High School Analytical Expository Writing (variables of analysis and development) ACT Aspire, <a href="http://actaspire.pearson.com">http://actaspire.pearson.com</a></li> </ol>

## PERFORMANCE FEEDBACK & PERIODIC ASSESSMENT OF PROGRESS

Formative Assessment throughout the Academies (see the Curriculum Organizational Charts) is designed so participants can receive feedback on their progress and work to improve their experience. These assessments are intended to complement, but not replace, assessments of learning developed by the Faculty lead for the two Academies each year.

Formative Assessment will also be done on an annual basis at three points: 1) the end of the Presidential Academy; 2) the end of the Congressional Academy; and 3) the end of the summer program for that year. These assessments will utilize feedback from the participants of each academy as well as feedback from the program director, coordinators, and facilitators (including the outside speakers). The project evaluator will compile these assessments into a report for the Steering committee which will meet to discuss the results, and recommend any changes in the program for the following year. A final summative report on these annual assessments will be prepared at the end of the grant period, with suggestions for sustainability of the outcomes.



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