



Constitution Day 2011

The United States Congress and the President enacted a provision of law requiring every educational institution receiving federal funds to “hold an educational program” on September 17 (or surrounding days if the 17th falls on a weekend day) of each year in observance of “Constitution Day and Citizenship Day.”

The Amador County Unified School District and Amador County Office of Education taught about the Constitution in a manner that was in line with the California State Content Standards...just as they always have...without the help of any outside organization. We educate the children of Amador County in an unbiased manner and under the direction of the California Frameworks for Schools located for review at <http://www.cde.ca.gov/ci/hs/cf/index.asp>. While, adhering to these Standards our celebrations of the Constitution and citizenship took many forms – some examples of activities led by our teachers were as follows:

Grade	History-Social Science	English-Language Arts
K	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty	Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.
One	Students describe the rights and individual responsibilities of citizenship.	Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and [of] drafting, research, and organizational strategies...
Two	Students explain governmental institutions and practices in the United States and other countries.	Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and [of] organizational and delivery strategies...
Three	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources)...
Four	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
Five	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.	Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and [of] organizational and delivery strategies...
Six	Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations...Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever.	Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose...
Seven	Students in grade seven...learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. [Students] assess the political forces let loose by the	Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and [of] research, organizational, and drafting strategies...

	Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.	
Eight	Students analyze the political principles underlying the U.S. Constitution, read the Constitution and compare the enumerated and implied powers of the federal government.	[Students recite] poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.
Nine	The California State Board of Education has established grade nine history-social science as an elective year. There are no standards for grade nine. Districts are urged to offer a suitable range of electives as outlined in the History-Social Science Framework, pages 118-124.	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.
Ten	[Students consider] the influence of the U.S. Constitution on political systems in the contemporary world.	Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
Eleven	Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.	Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and [of] research, organizational, and drafting strategies...
Twelve	Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.	Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and [of] organizational and delivery strategies...

Again, Amador County Unified School District and Amador County Office of Education adhere to the State Content Standards and the Curriculum Frameworks, our teachers are well versed in both and do an excellent job conveying all curriculum in an unbiased manner.