



WASHINGTON STATE YOUTH & GOVERNMENT

YOUTH LEGISLATURE Bridging Document High School Constitutional Issues

The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

For the state CBA your students will understand the rights and responsibilities of citizenship and the principles of democratic civic involvement and write a position paper on a state or federal issue and argue that the position is worthy of thoughtful consideration using evidence and data from the research. Through the Youth Legislature program, your students will select an issue and determine local importance through research and data analysis using the state or federal constitution, Revised Code of Washington and various other resources. Students will also gain an awareness of our law making process and the basics of parliamentary procedure and debate.

CBA Requirement	Youth Legislature --Extension
1) Select an issue and explain how the issue connects with democratic ideals and/or constitutional principles.	<p>The Youth Legislature program operates on the premise that solutions to community problems can be solved through collective action and public policy implementation. Students involved in the program work to identify public policy problems in the community and balance the needs of the individual with the benefit of the common good.</p> <p>For example, while participating in the <u>Youth Legislature</u>, students are asked to select a number of public policy issues, conduct research on these issues, develop positions on these issues, and ultimately draft legislation related to their position. You can find a sample of issues that students have studied in the past by going to our website and looking through past bill books at: www.youthandgovernment.org</p> <p>During the initial program months (generally October and November) students will study the key Democratic Values and Principles on which our country was founded to include:</p>

	<ul style="list-style-type: none"> • <i>Our democratic ideals are:</i> justice, equality, life, pursuit of happiness, liberty, common good, diversity truth, popular sovereignty, patriotism • <i>Constitutional principles are:</i> rule of law, separation of powers, representative government, checks and balances, civil rights, human rights, federalism <p>The <u>Youth Legislature Program</u> embodies constitutional principles as students seek constitutionally approved methods for meeting community needs. Students will choose an issue to write a position paper, bill, newspaper article or essay on an issue of their choice.</p> <p>*See Foundations of Democracy & Resources Sections of Handbook</p>
<p>2) Evaluate other points of view on this issue.</p>	<p>Throughout the process, students demonstrate active democracy and citizenship by analyzing community issues and seeking community input.</p> <p>Specifically, they are asked to do the following related to this step:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Students practice taking different perspectives on a familiar issue.</i> <input type="checkbox"/> <i>Students select and evaluate primary and secondary sources.</i> <input type="checkbox"/> <i>Students are given guidance in locating Web sites and other sources related to their topics (consider laws, court decisions, foundational documents, treaties, etc.).</i> <input type="checkbox"/> <i>Students participate in discussion to identify likely stakeholders for the issues to be researched.</i> <input type="checkbox"/> <i>Students are given time to locate information regarding stakeholders and the issue.</i> <input type="checkbox"/> <i>Students review APA, note taking and bill writing and are given the expectations for note-taking, paraphrasing, summarizing source information, and organizing data.</i> <input type="checkbox"/> <i>Students draft sources and formats for citation and documentation.</i> <input type="checkbox"/> <i>Students practice sharing various points of view (forum, hearing, discussion) including procedures and the use of parliamentary procedure.</i> <p>*See Foundations of Democracy Section of Handbook</p>
<p>3) Explain how court cases and/or government policies affect the interpretation of rights involved with this issue using specific references.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In the third portion of the <u>Youth Legislature</u> program, students will write explanations and justifications for the suggested policy referencing the U.S. Constitution, The Washington State Constitution, RCW's, judicial rulings, and key democratic values and principles and special interest group reports and other resources. They will also explain justifications to members of their school/delegation, district, and during the State Youth Legislature event.

<p>4) Develop a position on the issue that analyzes how individual rights and the common good can be balanced in relation to the issue.</p>	<p>*See Foundations of Democracy and Bill Drafting Sections of Handbook</p> <p>Each student in the Youth Legislature will develop a position paper/bill or newspaper article that demonstrates knowledge of an issue and its relationship to individual rights and the common good. Each student's position will be discussed both at the district and state level. During each of these events the discussion will focus on how the common good and individual rights interact and can be furthered as a result of their proposal.</p> <p>Their written position paper will include:</p> <p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of the issue <input type="checkbox"/> Historical background <input type="checkbox"/> Relationship between issue and democratic ideals <input type="checkbox"/> Relationship between issue and Constitutional rights <input type="checkbox"/> Position on the issue <input type="checkbox"/> Introduction to arguments for the position <p>Body</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description and evaluation of stakeholder perspectives on the issue <input type="checkbox"/> Description and evaluation of court cases and government policies related to the issue <input type="checkbox"/> Specific evidence that supports arguments for position on the issue <input type="checkbox"/> A convincing case for the position <p>Conclusion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summary of position and main arguments <input type="checkbox"/> Possible solution consistent with position <p>The bill/or position paper will be used in either the bill book, classroom writing paper, or in a newsletter or other printed document and will be discussed in a group format. This can be the Youth Legislature, District Youth Legislature events, or as part of a Youth Legislature Press Conference or briefing.</p> <p>*See Bill Drafting Section of Handbook</p>
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<p>5) Provide accurate reasons to support your position.</p>	<p>Students will demonstrate connections between their points of view and our democratic ideals as outlined in the foundational documents as well as laws, court decisions, and government policy that bear on this issue.</p> <p>As part of the Youth Legislature Program students will have the opportunity to participate in a variety of public/group forums to discuss their issues.</p> <p>These include the following:</p> <ul style="list-style-type: none">• School/community forums or town meetings, mock legislative hearing, etc.• Interviews of community members associated with a specific topic.• Letters to non-profits or government agencies (e.g., Amnesty International or the United Nations) sharing student concerns and possible solutions.• Email/phone conversations with experts in the community or around the world (e.g., historian, political scientist). <p>The following resources are available for students: U.S. Constitution, The Washington State Constitution, RCW's, judicial rulings, special interest group reports and other resources.</p> <p>*See Democratic Foundations & Resources Sections of Handbook</p>
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Student Checklist
Step-by-Step Alignment – High School Youth Legislature Program
“Constitutionality & Our State Laws”

Through the combination of the Youth Legislatures required individual bill writing, use of parliamentary procedure, and the participation in the model legislature, students will not only meet the state’s CBA requirements, but gain the knowledge needed to be an active, effective, and engaged citizen.

<p>Essential Question</p> <p>Why do we have a Democracy as our form of Government and how does it work?</p> <p>YL Step I & II</p>	<p>The <u>Youth & Government Program</u> begins with students analyzing our form of governance and “Core Democratic Values” and then relating them to our community needs and identifying Public Policy Problems. Citizens in a democracy have the right and responsibility to make informed decisions. Students will make an informed decision on a public issue after researching and discussing different perspectives on this issue.</p> <p>*See Democratic Foundations & Resources Sections of Handbook</p>		
<p>Key Concepts</p>	<p>Students through the <u>Youth Legislature</u> program are asked to be active members of a democracy and analyze potential solutions to community needs/problems in terms of constitutionality. Students do this by exploring our Constitution, our “Democratic” government and law making processes. Students study our “Core Democratic Ideals and Constitutional principles as part of their understanding of concepts:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><i>Our democratic ideals are:</i></p> <ul style="list-style-type: none"> <i>Justice</i> <i>Equality</i> <i>Life</i> <i>Pursuit of Happiness</i> <i>Liberty</i> <i>Common Good</i> <i>Diversity</i> <i>Truth</i> <i>Popular Sovereignty</i> <i>Patriotism</i> </td> <td style="vertical-align: top; width: 50%;"> <p><i>Constitutional principles are:</i></p> <ul style="list-style-type: none"> <i>Rule of Law</i> <i>Separation of Powers</i> <i>Representative Government</i> <i>Checks and Balances</i> <i>Civil Rights</i> <i>Human Rights</i> <i>Federalism</i> </td> </tr> </table> <p>They also become familiar with the bill writing and law making processes.</p>	<p><i>Our democratic ideals are:</i></p> <ul style="list-style-type: none"> <i>Justice</i> <i>Equality</i> <i>Life</i> <i>Pursuit of Happiness</i> <i>Liberty</i> <i>Common Good</i> <i>Diversity</i> <i>Truth</i> <i>Popular Sovereignty</i> <i>Patriotism</i> 	<p><i>Constitutional principles are:</i></p> <ul style="list-style-type: none"> <i>Rule of Law</i> <i>Separation of Powers</i> <i>Representative Government</i> <i>Checks and Balances</i> <i>Civil Rights</i> <i>Human Rights</i> <i>Federalism</i>
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	*See Bill Drafting Section of Handbook
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Inquiry
YL Step III

Throughout the Youth Legislature process students research and analyze stakeholder viewpoints, as they pertain to policy issues and potential solutions. *This is done through a variety of ways to include: interviews, studying federal and state laws, and gathering reports from stakeholders*

(See Foundations of Democracy section of Advisor Handbook)

Students guide to stakeholders research and inquiry:

☐ I researched background, policies, and multiple stakeholders' perspectives related to the issue.

For each stakeholder . . .

✓ I reviewed a variety of credible sources.

✓ I found relevant, reliable, and valid information on the stakeholder's point of view.

✓ I identified connections between the stakeholder's point of view and our democratic ideals as outlined in the foundational documents as well as laws, court decisions, and government policy that bear on this issue.

✓ I determined the stakeholder's perspective on the rights and responsibilities related to the issue.

✓ I analyzed how court cases and changes in government policy have affected stakeholder's rights.

☐ I used and documented at least one primary source and several secondary sources.

✓ I included at least one reference from a foundational document (Constitution, Declaration of Independence).

☐ I collected evidence of my research (hard copies, notes, paraphrased summaries, charts, questions, underlining).

☐ I examined sources to ensure that they are valid, reliable, and credible research sources (double-checked statistics, looked for bias, etc.); I identified facts and opinions.

☐ I created an annotated bibliography documenting each source (including title, author, publisher, date,

and a 2–3 sentence description of the credibility, reliability, value, and usefulness of the information in each source.)

<p>Informational Reading YL Step III</p>	<p>Students also are required to read, research, and analyze different possible solutions to the problem, taking into account stakeholder concerns and input.</p> <p>Students will use a variety of historical documents as some of their primary sources including RCW's, U.S. Constitution, relevant stakeholder reports, and current affairs research in the research stage of <u>Youth Legislature</u>. Additional readings and research will also be used.</p> <p>*See Democratic Foundations & Resources Sections of Handbook</p>
<p>Synthesis and Organization YL Step IV</p>	<p>The <u>Youth Legislature</u> process requires students to work together in developing individual proposals or a bill on their selected issue. In this proposal, the students synthesize all aspects of their learning and research in order to organize their investigation and prepare for their final presentation.</p>
<p>Discussion YL Step V</p>	<p>Upon completion of the research and creation of the proposal, students participate in a project presentation to members of their school Youth Legislature, and their community. During the presentation, students explain how they selected their issue, researched possible solutions and developed a public policy plan. Students also have an opportunity to individually answer questions relating to the proposal.</p> <p>*See Program Information Section of Handbook</p>

<p>Written Position Paper YL Step VI</p>	<p>Each position paper or bill will include at least two Constitutional references.</p> <p>Students satisfy the state requirements by writing this paper according to the CBA requirements and they will also have completed the following as part of the Washington State Civic EALR'S</p> <p>Skills 1.1.3f (Social Studies Inquiry and Information) Creates a product that uses social studies content to support a thesis and present product in an appropriate manner to a meaningful audience.</p> <p>1.2.3a (Civics EALRs) Identifies how this issue reflects the continuing influence of democratic ideals.</p> <p>1.2.2a (Civics EALRS) Explain key democratic ideals of the U.S. government and discuss their application in specific situations.</p> <p>4.2.3a (Civics EALRS) Engages in written civic discourse to evaluate competing solutions. (Also relates to Social Studies Skills EALR 3.1.4.a)</p> <p>1.1.3b (Civics EALRS) Analyzes how specific rights guaranteed by the Constitution remain open to change and interpretation.</p> <p>4.1.2a (Civics EALRS) Explain how responsibility to the common good might conflict with the exercise of individual rights.</p> <p>4.1.3a (Civics EALRS) Analyzes how individual rights can be balanced with the common good.</p>
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