

Picture Yourself In Local Government

A Student Guide To California Local Government

TEACHER REFERENCE GUIDE



**PARTICIPATING
IN LOCAL
GOVERNMENT**

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About The Institute For Local Self Government...

Established in 1955 as a nonprofit, nonpartisan and tax-exempt organization, the Institute for Local Self Government is affiliated with the League of California Cities. The Institute is engaged in research and education to promote and strengthen local self-governance. Its research projects are both privately and publicly funded, with projects that include public safety delivery systems, telecommunications, children and family issues and curricular materials.

As we prepare to enter the new century, the vitality and success of our local governments depend more than ever before on people who understand the philosophical and historical framework of local government and the opportunities and importance of participating in local government.

This student guide, "Picture Yourself In Local Government," and the cityscape poster, videotape and teacher's guide are components of the Institute's "Participating In Local Government" project — a resource project for teachers and students designed to provide an understanding of local self-governance and civic participation.

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*Each Unit
Contains the
Following
Departments:*

**A. What Students
Will Learn**

**B. Additional
Student
Activities**

**C. Discussion
Questions**

**D. Interdisciplinary
Activities**

**E. Check For
Understanding
Answer Key**

Introduction

What would happen if we turned the traditional civics curriculum upside-down and stressed community politics and government instead of national government? By becoming involved in local issues, students learn the impact of local government on their lives, an appreciation of various ideas and viewpoints, the value of compromise and the importance of making informed choices. They also learn that individual voices, votes and actions can make a difference.

The *Picture Yourself In Local Government* student guide has been prepared with the assistance of classroom teachers who have been using local government as a focal point in their classes. They have found that this approach is an effective way to motivate their students, teach them an understanding of and commitment to our democratic form of government and encourage them to become active, involved citizens.

These materials assume that teaching and learning about government is a worthwhile task because in this country people have to govern themselves: Self government by free and equal people is the foundation of the United States. The specific purpose of these materials is to point to local government as an ideal place to begin the journey toward effective self government.

Local government has long been regarded as the missing link in typical curriculum materials. Recognizing this, the Institute for Local Self Government, the educational arm of the League of California Cities, and our partner, the Citizenship and Law-Related Education Center, have been actively involved in providing materials, exercises and lessons to bridge this gap. The student guide is designed to be easy to use, to contain activities which are interesting and informative for both students and teachers, and to provide a means by which your community becomes integral to your classroom instruction.

The American democratic system does work. We have the oldest continuous form of government in the world. Democratic institutions and processes must be used if they are to remain vital and responsive. The task at hand is to provide a readily accessible, dynamic laboratory to teach students how to become effective citizens. The first step is to equip students with the knowledge, skills and attitudes they will need. That step is in your hands.

Welcome to the student guide: *Picture Yourself in Local Government*. We invite you and your students to take an exciting trip through the level of government closest and most accessible to all of us – local government.

Welcome, not only to the **Picture Yourself In Local Government** student guide, but also to your own community. We hope that your students will learn the processes and procedures of local govern-

ment, and will also, by extension, learn fundamental principles of government at all levels. And if we entice some students or teachers to become more actively involved in the community, so much the better!

STUDENT BOOKLET UNIT ORGANIZATION

Units I through V of the student booklet have been designed to result in student performances or showcases that are clearly linked to the unit goal and objectives – what we want the students to know and be able to do as a result of the activities and instruction contained in the unit. Each of the first five units is designed as follows:

- **Beginning scenario** . . . An imaginary scene to motivate students.
- **Background information** . . . Readings to increase student knowledge.
- **New Words** . . . Words in the unit that are listed in the Glossary.
- **Activity 1: Imagine That** . . . Individual student or group activity.
- **Activity 2: In Your Community** . . . Group or class activity.
- **Activity 3: A Class Showcase** . . . Class project for a community showcase. (The “Showcase” is designed to serve as a performance assessment of the students’ learning.)
- **Check Your Understanding** . . . Student self-assessment questions which can be used in a variety of ways:
 - a pre- and post-check
 - a reading guide
 - a review game
 - an individual self-check
 - the basis for teacher-designed essay questions
- **Quotations** . . . Each chapter contains sidebar quotations that can be used as motivators or to stimulate discussion.

Unit VI is designed as a culminating activity for the previous five units. The class is divided into five groups, each responsible for researching and planning one element of a city. Each of the tasks is based on one of the first five units: History, Structure, Players, Services and Finances.

Major events in the development of all these movements and their consequences should be noted.” Page 99

11.11 *The United States in Recent Times*

“Much of the national political debate of the past two decades has been concerned with the expansion of the power of the federal government and the federal courts. This unit is intended to help students understand the extent to which such issues are rooted in the Progressive Era, the New Deal and the civil rights movement.” Page 101

GRADE TWELVE

12.1.4 *Federalism: State and Local Government*

“In this unit students analyze the principles of federalism. Students should learn how power is divided among federal, state and local governments. What kinds of issues does each level of government handle? What happens when there is an overlapping of jurisdiction; for example, on matters such as transportation and housing? How do people get involved in state and local government? How do state and local regulatory agencies differ from those at the federal level?

By analyzing a significant school policy issue, students should learn how public education is governed and financed and how policies that affect schools are influenced and decided. Students should examine topics such as the role of the local school boards, state legislation, California initiatives affecting the schools, and the budgetary priorities of elected state officials. Students should analyze the importance of their vote in influencing the quality and future of public education in California and consider ways of becoming actively involved in issues that affect education. Page 105

Students should become aware of the important areas (for example, criminal justice, family law, environmental protection and education) that remain largely

under state and county control. They should discuss the important functions that are retained by localities, such as police and fire protection, sanitation, local public school, and other services.

... Time should be devoted to a study of the ways in which individuals can become participatory citizens through voting, jury service, volunteerism, and involvement in community organizations. Resource people from local agencies and organizations can be invited to visit classrooms and facilitate site visits to demonstrate the work they do and reinforce the vital role the individual plays in community life. In addition, students should be given opportunities to volunteer for community service in their schools and communities.” Page 105

12.1.6 *Contemporary Issues in the World Today*

“This course should conclude with an activity in which students analyze a major social issue. This activity might be a research paper in which students analyze a problem, marshal historical and social science evidence, provide a critique of alternative positions, and present their own position on the issue. A student could prepare this research as if the student were developing reasons for choosing among candidates.”

“... Students should pay attention to the global context of these issues as well as their importance in local, state, or national affairs.”

“At the conclusion of this unit, a school-wide consortium might be planned in which students present their papers in open forum and debate or discuss the issues from alternative viewpoints.” Page 107

Special thanks to Rod Atkinson, Consultant, History-Social Science Unit, California Department of Education, for compiling the above Framework links to local government.

Where Did Our Local Governments Come From?

A. WHAT STUDENTS WILL LEARN IN UNIT ONE

Students will understand the development, evolution and importance of local governments in the United States. Students will be able to:

- Cite the major differences between Thomas Jefferson and Andrew Jackson regarding the nature of democracy in the United States.
- Trace the development of cities in California, and cite the conditions that led to the call for municipal reform.
- List the Progressive Reform measures applying to local government, and cite the reasons these measures were enacted.
- Identify those government activities which must be conducted in public, and those which may be conducted in private.

B. ADDITIONAL STUDENT ACTIVITIES

1. Have students research the origins of the community in which they reside. The city clerk or county clerk/recorder will have access to original records and will often have a summary prepared.

Likewise, the local historical society frequently will have information of this type.

2. Have students locate the oldest buildings in your community. Is there a particular architectural style that reflects the period in which they were built? Contact a local architect and cooperatively prepare a report on different architectural styles found in the community. Is there an architectural theme for different sections of the community? Are there areas of mismatched styles?
3. If you live in an older community, select a particular neighborhood and trace the evolution of buildings and businesses in that area in different areas of time — perhaps in 20-year increments. Have students analyze the changes and develop a profile of the area over the years.
4. From the Registrar of Voters, have students obtain copies of past ballot measures at the state, city and county level. Have students take various initiative measures from past elections, and prepare a report indicating the rationale behind the placement of these measures on the ballot. Many communities have had recall elections in the recent

past. Have students research the background and outcome of these elections. Include in the reports the question: Are there too many initiative and recall measures? Why or why not?

5. Have meeting agendas of the county board of supervisors or city council sent to your school and reproduced for students. City or county clerks will normally add schools to agenda mailing lists, or copies are often available in local public libraries. Have students track issues that interest them. You may also have the appropriate elected official or staff come to your class to explain the issues.
6. Use the schools in your community as a laboratory for investigating the history of your area. When were they constructed, how were they paid for, after whom are they named? Have students relate the growth of the community to the addition of new schools. If schools are closing, how does this reflect changes in your community? Invite school officials to provide background information. Invite graduates from earlier days to compare schools then and now in your area.

C. UNIT ONE DISCUSSION QUESTIONS

Question 1. People in this country have established governments at the local, state and national levels in order to perform three types of tasks. Cite those three categories of tasks, list them in order of importance and give one example for each of your categories. Be prepared to defend your priority ranking.

Possible student responses

- a. *Governments: (1) provide services (police/fire, national defense, parks, etc.); (2) set public policy (raising taxes, investing in mass transit, requiring draft registration, etc.); and (3) regulate our society (traffic laws, parking regulations, air quality standards, etc.).*
- b. *Ranked priority will vary by individual; students should be aware that all functions are important, and that changing social conditions could affect rankings.*

Question 2. The industrial revolution, high rates of immigration, migration of people from farms to cities and the increasing complexity of cities led to widespread fraud and corruption. The Progressive Era nationally, as well as in California, led to a number of reforms that changed the way governments operate. List those reforms, select the one you feel was most significant and explain your selection.

Possible student responses

- a. *Answers will include the popular primary, office-block ballot, non-partisan elections, at-large election system, public employment merit systems, professional city managers, initiative, referendum and recall.*
- b. *Students could also include more recent reform measures, including sunshine laws and campaign finance measures.*
- c. *Answers will vary for the most significant reform measure. The question is designed to have students analyze each reform measure in order to make their selections. You may wish to compile the suggestions and develop a class ranking, leading to further analysis.*

Question 3. Analyze the three pictures shown on pages 10 and 11 of your student guide showing the same area over four periods of time. Choose one of the periods and explain why you would prefer to live in the community during that period of time. What are the positives and negatives about the community in your time period? Support your answer.

Possible student responses

Answers will vary. Discussion should include how different age groups might select communities, how students' interests might change over time. Again, a class ranking might be compiled, and perhaps compared with the students' parents or neighbors ranking of communities.

D. INTERDISCIPLINARY ACTIVITIES

Unit I offers an opportunity for:

- photography classes to be involved by having students photograph schools in the community for a presentation on the history of the community for the showcase activity.
- art classes to prepare posters for display, showing community neighborhood changes over the years, or enlarging the schematics on pages 10 and 11 of the student guide.
- foreign language classes to translate the ballots, either those on page 13 of the student guide or from your community, into different languages. The art classes could enlarge these as well.
- math classes to create a time-line of important developments in the early history of cities, reform movements and significant developments as outlined in Unit I.

E. CHECK FOR UNDERSTANDING

Unit One: Where Did Our Local Governments Come From?

Answer Key to Questions on Page 15

1. At the start of the 20th century, approximately what percentage of the United States population lived in rural areas?

70 percent

2. How many cities were in the United States at the time of the Revolutionary War?

24

3. Roughly what percentage of the United States population lived in cities at the time of the Revolutionary War?

3 percent

4. Who was the first president to be known as a champion of the "Common Man"?

Andrew Jackson

5. When did women finally achieve the right to vote in all elections in the United States?

1920

6. What law was changed to guarantee women the right to vote in the United States?

The United States Constitution

7. How many Spanish missions were founded in pre-American California?

21

8. What was the Spanish equivalent for the office of mayor in California?

Alcalde

9. How many cities were created by the legislature in California's first year of statehood?

12

-
10. What are the “spoils” in a “spoils system”?
- The right to appoint government employees**
11. What did you have to do to be called a “Robber Baron” in the late 1800s?
- Own one of the largest businesses**
12. From what country was the idea of the secret ballot imported?
- Australia**
13. In the late 1800s the California legislature was accused of favoring what key industry?
- The railroad**
14. In what year was California’s state constitution first adopted?
- 1849**
15. Name one local matter the framers of California’s state constitution wanted decided at the local level.
- Hours and wages of city employees; land use; regulation of buildings and construction; local government services**
16. What was the name of the California governor most associated with the Progressive Movement?
- Hiram Johnson**
17. What did the Progressives invent to take the power to nominate candidates away from party bosses?
- The primary election**
18. What is a non-partisan election?
- Candidates’ political parties do not appear on the ballot.**
19. What is an “initiative” as created by the Progressive Movement in California?
- Voters create laws directly, bypassing elected representatives.**
20. What is a “referendum”?
- Voters nullify a law passed by elected representatives.**
21. What is a “recall”?
- Voters replace an elected official before completion of the term.**
22. What is the difference between a “party-column” ballot and an “office-block” ballot?
- On an “office-block” ballot, candidates are listed according to the office they are running for; on a “party-column” ballot, all candidates for that party are listed in the same column.**
23. What do voters do when they “split their ballot”?
- They vote for candidates from more than one political party.**
24. What does it mean to hire public workers on a “merit system”?
- Competitive examinations are used in hiring workers.**
25. Name one appliance in your home that has made the initiative process more important in recent years.
- Television**

How Are Local Governments Organized?

A. WHAT STUDENTS WILL LEARN IN UNIT TWO

Students will understand how government services are organized and delivered at the local level. Students will be able to:

- Differentiate among organizational charts of cities, counties and school districts, based on the types of services delivered.
 - Identify special districts as the most common form of local government, describe the difference between dependent and independent types, and explain what an enterprise special district is.
 - Identify the function of various districts, given a chart of special district types.
 - Name the different types of school districts into which the state's more than 1,000 districts are divided.
 - Identify the different structures of city and county government and describe the strengths of each type of organizational structure.
- Identify several of the major regional governments in California and what functions regional governments perform.
 - Identify which local government organization has principal jurisdiction, given a list of services.

B. ADDITIONAL STUDENT ACTIVITIES

1. Have students research the history and development of the county in which your school is located. Have groups of students in the class take a portion of the state's 58 counties and prepare information as to the origin of the counties' names, industries, demographics and other pertinent information. Have students develop a color-coded map of counties, based on population.
2. Obtain from the city or county clerk organizational charts of the community in which your school is located. Have students compare the typical structure charts in the text to those in your com-

munity. Invite city officials to explain the differences. The same could be done with the school district organizational chart. Invite a person from your school district's central office or board of education to explain any differences.

3. Invite a city or county finance department official to explain which special districts exist in your community, using the chart on page 24 of the student guide as a reference. Students should determine when and why these districts were formed, how they were formed, how they are financed, and how they are organized and operated.
4. Invite an official of LAFCO (Local Agency Formation Commission) to your class. Have this person provide an overview of the local region, focusing on possible new cities to come, and also some of the history of existing cities. Student projects could re-design the region for more efficiency regarding economics, transportation, pollution control, public safety, etc.
5. Inventory the local government agencies serving your community. After doing a local government inventory as found on page 30, select a problem and identify which agencies would deal with it. Contact staff or elected officials of those agencies for their input on the problem's solution. Have the students prepare a position paper to be shared with community leaders or the local press.
6. Have students select one of a number of issues shown in Activity Two on page 31 of the student guide and prepare, individually or in groups, an action plan to be submitted to the city or county agency that has responsibility

for dealing with the issue. A copy of the action plan could be sent to the local newspaper.

7. Have students prepare a map of the local community, including the boundaries of the city, school district(s) and other special districts existing in the area. The map should be keyed, color-coded and to scale. A brief explanation of each special district might be included.

C. UNIT TWO DISCUSSION QUESTIONS

Question 1. California's 58 counties range in population from several thousand, typical in extreme northern sections, to many millions in Los Angeles. Considering the county map on page 18, how would you redesign and reduce (or increase) the number of counties to be more service and cost efficient? Which groups might oppose your plan?

Possible student responses

- a. *While answers will vary, students should be aware that county consolidation has many advocates in California. If students reconfigure the map, they should be aware that while consolidation may save money, services may be more remote and citizens may have less contact and influence with the county government.*
- b. *Opposition could well come from current office holders and employees of existing counties, as well as citizen groups who may have less influence on county decision making. A move to incorporate more cities could be a natural result.*

Question 2. What are four reasons that people want to establish cities? If you reside in a city, or live in a county area

that plans to become a city, which of the four reasons is most important for your community and why?

Possible student responses

- a. *To: (1) preserve a community's identity and character, (2) provide better services, (3) plan for future development and land use decisions and (4) control public spending and taxes.*
- b. *Answers will vary by community. Rural areas might have a focus on future development; older areas on identity and character; newer communities on better services.*

Question 3. What are three types of school districts? What are the two principal types of city government design? In what major way is the governing of school districts similar to the governing of cities? What is your type of school district?

Possible student responses

- a. *Answers may include elementary, high school and unified.*
- b. *Mayor-council form and council-manager form.*
- c. *Council manager form of government is most common and is also the model for most school districts, with the school superintendent functioning much the same as a city manager.*
- d. *Answers will vary. Discussion might center on the efficiency of each type of school district, and their strengths and weaknesses.*

D. INTERDISCIPLINARY ACTIVITIES

Unit II presents the opportunity for:

- art classes to create poster-sized drawings of the state of California's county

divisions, or posters of counties in your immediate area.

- mechanical drawing or computer classes to create organizational charts appropriate for your area, both city, county and school districts.
- language arts or debate students to work on skills and techniques involved in doing the showcase debate for Unit II on page 32. In some instances, students with both classes could receive credit in each for working on the same debate project.

E. CHECK FOR UNDERSTANDING

Unit Two: How Are Local Governments Organized?

Answer Key to Questions on Page 33

1. How many counties are there in California?
58
2. What is the title of the officials elected to a county's legislative body?
Supervisor
3. How many counties operate under a charter?
12
4. What county was carved out of Los Angeles County?
Orange County
5. In what year was California's newest county formed?
1907
6. What is the name of the process of forming a new city?

Incorporation

7. By 1994, California had how many cities?

470

8. What are the two legal types of cities in California today?

Charter and general law cities

9. How many charter cities are there?

85

10. Who has the power to change a city's charter?

The voters

11. Why are all new cities general law cities?

The authority to have a charter is extended only to an existing city.

12. Name the only city in California that is also a county.

San Francisco

13. What does the acronym LAFCO stand for?

Local Agency Formation Commission

14. Four members of the county LAFCO name the fifth; who does that fifth member represent?

The public at large

15. What percentage of voters must sign a petition to incorporate?

25 percent

16. What is the most common form of government in California?

A special district

17. What is the difference between "independent" and "dependent" special districts?

Independent districts have their own governing boards elected by their customers.

18. How does an "enterprise" district get its money?

It charges for its services.

19. As of 1994, how many school districts are there in California?

1,006

20. Which is the school district with the largest student enrollment in California?

Los Angeles Unified School District

21. Which grade levels are served by a "unified" school district?

Kindergarten through grade 12

22. What does the acronym SCAG stand for?

Southern California Association of Governments

23. What is the most important job a mayor does NOT do in a "weak mayor" system?

Appoint directors of departments

24. Which California city was the first to use the council-manager form of government?

Ukiah

25. Who hires and fires the city manager?

The city council

Who Are The Players In Local Government And How Can You Get Involved?

A. WHAT STUDENTS WILL LEARN IN UNIT THREE

Students will understand the process of decision-making at the local level, and how groups and individuals influence that process. Students will be able to:

- Identify the principal elected and appointed office holders and describe the primary duties of these major office holders in local government.
- Describe the function of boards and commissions at the city and county level and explain how commissioners differ from elected officials and full-time employees.
- List several non-governmental groups in the community which influence local government decisions and describe the basis of each group's power.
- Explain what processes should be followed for an individual to effectively influence the way decisions are made at the local level.

B. ADDITIONAL STUDENT ACTIVITIES

1. Have individual students in your classes shadow local city or county officials or staff for a day, and then report to the whole class on this experience. Have those students reproduce the official's daily calendar and compare it with a class-developed daily schedule.
2. Develop a youth-in-government day program in your school district. Students could be assigned city or county counterparts, deal with several issues and hold a mock council hearing. Models of this type of program are available from the League of California Cities or the Citizenship and Law-Related Education Center. (See the resource section at the end of this teacher's guide.)
3. Invite the newspaper reporter who covers your local governing body. Have the reporter share with the class positions taken by different community groups in the recent past. What posi-

tion did the reporter's paper take on the issues, if any? What arguments and tactics were used by different groups? Have the reporter critique showcase activity three, which has the class debate having a professional football team come to their community.

4. Have students conduct a survey to determine which adults have the greatest influence. Which groups in your local community wield the most influence on policy-makers? Does a single company dominate, or the business community at large? Are there groups in your community beyond those shown in Unit III?
5. Using class sets of newspapers (Newspaper in Education projects) or newspapers from home, students can track one or more community groups over a period of several weeks to determine what impact these groups have on a community issue.
6. Individuals or groups could each be assigned one of the city or county officials and prepare a presentation, which would include job requirements, expertise needed to qualify, salary and a listing of duties on a daily basis as well as overall responsibilities. This information could be prepared on a chart for class display or for a presentation to parents.

C. UNIT THREE DISCUSSION QUESTIONS

Question 1. What are the advantages and disadvantages of electing council members at-large? What compromise has been developed in some cities? How are your council members or county supervisors elected?

Possible student responses

- a. *Advantages are that voters may have more options and the focus of the elected official can be city- or countywide, rather than restricted, at times, to a smaller district. The disadvantages are that council members may all reside in one area of a city, and that running a campaign throughout an entire city or county is more expensive than one in a smaller district. It may also be more difficult for ethnic minority members to be elected.*
- b. *Candidates represent specific geographical districts, but are elected citywide or countywide. This addresses several issues, but not the cost of campaigning.*
- c. *Answers will vary. In some communities, voters have switched back and forth on the issue over the years.*

Question 2. Which of the following groups have the most influence over the way your community government makes decisions: Education leaders, developers, large employers, labor unions, news media, religious leaders? Explain your choice.

Possible student response

Answers will vary by community. A point of emphasis for the teacher would be that sometimes the most influential groups will change, based on the particular issue. However, land developers and real estate persons are often important players because so many issues at the local level deal with land use questions.

Question 3. What are the most efficient ways of having your voice heard on issues facing your local government agency? Rank the strategies according to effectiveness in your own community.

Possible student responses

- a. *Know the issue, present good information, make personal contact, meet with staff, talk with the media, anticipate the opposition, remember there is strength in numbers and use good sense.*
- b. *Answers will vary by community and individuals. The point is to have students analyze the strategies and their own community. You may develop a class ranking for additional discussion and analysis.*

D. INTERDISCIPLINARY ACTIVITIES

Unit III offers an opportunity for:

- language arts or English classes to work with students on letter writing to public officials, an opportunity found in the other units as well.
- business or language arts classes to practice business letter writing skills (which helps meet California’s education reform requirements).
- science students to present information on recycling in your community, if that is an activity chosen in the Unit III section on Making Your Voice Heard in City Hall.

E. CHECK FOR UNDERSTANDING

Unit Three: Who Are The “Players” In Local Government And How Can You Get Involved?

Answer Key to Questions on Page 46

- 1. What will the ballot and voter pamphlet NOT tell you about any candidates for local government offices?

Their party affiliation

- 2. Why can the mayor be called “first among equals” in most cities?

They have few powers beyond those of other council members.

- 3. In most California cities, who elects the mayor?

The city council

- 4. What two California cities elect a mayor who does not also serve on the city council?

Los Angeles and San Francisco

- 5. What is the minimum number elected to most boards and councils in California local governments?

Five

- 6. Which voters do you seek when you run in an “at-large” election?

All voters in the area covered by the election

- 7. As of 1994, how many cities elect council members by district?

23

- 8. Why can district elections open up the process to more potential candidates?

It’s cheaper to campaign.

- 9. Why did a federal court find the city of Watsonville’s at-large system to be illegal?

A substantial ethnic minority of the community was not represented on the city council.

- 10. Who is responsible for presenting a proposed budget to the city council in most cities?

The city manager

11. With whom do you file your campaign expense reports when you run for city council?

The city clerk

12. If you sue your city government, who is likely to oppose your attorney in court?

The city attorney

13. Whose job is it to determine whether a city's revenues will be sufficient to meet expenses?

The finance director and/or city treasurer

14. What arm of city government is often considered to be a springboard for running for city council?

Boards and commissions

15. Who elects the presiding officer of a county board of supervisors?

The other supervisors

16. What decisions do school board members make that might make them key players in their community?

Complete authority over the school system

17. Name an issue that usually draws a crowd to a school board meeting.

Which subjects should be taught in the classroom

18. Name at least two county office holders — other than supervisors — who are elected by the voters.

Sheriffs, coroners, district attorneys, auditors, tax collectors, assessors, county clerks

19. What is a possible negative effect of electing council members by district instead of "at large"?

May discourage a citywide view on the part of council members

20. Which industry normally is the most directly dependent on the actions of a city council or county board of supervisors?

The real estate development industry

21. Which unions usually have the most influence over the actions of a city council?

Those representing city employees

22. In your community, do you believe that newspapers, radio or television give local government issues more coverage? Explain your choice.

There are often too many local governments within a media market to get TV or radio coverage.

23. What is the Golden Rule as applied to political debate and lobbying?

Don't do unto others what you would not have them do unto you.

What Does Our Local Government Do For Us?

A. WHAT STUDENTS WILL LEARN IN UNIT FOUR

Students will understand the major services of local government and how those services are delivered. Students will be able to:

- Match a list of services and responsibilities with the appropriate city department.
- Identify the principal functions of general plans, including the most common elements, and describe the reasons for these elements.
- Identify the different functions of government with respect to land use and zoning and explain why land use questions occupy so much time in local government activities.
- Explain how the acronyms NIMBY and NIMTO are related to land use and zoning.
- Describe the purpose and function of environmental impact studies.

B. ADDITIONAL STUDENT ACTIVITIES

1. Take your classes on a walking field trip in the immediate area of your school. Have them list all examples of

local government activities and which departments of the city or county are responsible for those activities. You may also have students identify activities of other levels of government — state and federal — during the walk.

2. Have a city or county planning staff member debrief the general plan for your local community with the students. The planner might focus on one of the seven elements, as noted on pages 52 and 53 of the student guide, and project what your community's plans are for that element. What areas of your local community are due for changes? Will your students and their families be affected by any potential changes? How do general plans change as goals for the local community change?
3. Give students a sample blank Environmental Impact Statement and have them complete it for either their own residence or some new construction contemplated or underway. These forms, available for reproduction, are available from your planning or building department.
4. Invite as a guest speaker a staff member from the personnel department of the local government entity. Have the

person review the qualifications for employment in various departments of the city or county. Obtain employment flyers from the city, county or school district and review them with students.

5. Have your students consider the three applications for a business operated out of a home, shown on page 57, and have them consider and develop a list of restrictions. Obtain your own community's home business limitations, and compare the lists. Should the actual list be more or less restrictive and why? How much freedom should homeowners have in the use of their property?
6. A more ambitious project would be to have the class create its own general plan for either your own community or for an ideal community the class would design. Each of the seven general plan elements would be assigned to a group to prepare; the entire document might be critiqued by a member of the local planning department or one of the planning commissioners.

C. UNIT FOUR DISCUSSION QUESTIONS

Question 1. Explain the connections between the acronyms NIMBY (Not In My Backyard) and NIMTO (Not In My Term Of Office) and the development of controversial land uses. Have there been any of these controversies in your own community? If so, what was the outcome?

Possible student responses

- a. *The two acronyms refer to the recognition of the need a community has for certain types of developments, but the resistance to having developments occur*

either in people's immediate neighborhoods or during the term of the elected government official.

- b. *Answers will vary by community.*

Question 2. What are the seven elements required of each city's general plan? What does the state of California urge that every general plan protect or protect against? Why? Which elements of a typical general plan would be of greatest concern in your own local community?

Possible student responses

- a. *Every general plan will include the following elements: land use, circulation, housing, conservation, open-space, noise and safety, including earthquake zones and responses. The state of California urges that communities protect open space and agricultural land, and to avoid urban sprawl, both in the community and in spheres of influence around a city that may eventually be annexed to the city.*
- b. *Answers will vary by community.*

Question 3. What is the purpose of zoning ordinances and why would a planning commission or a city council permit a variance from a zoning regulation?

Possible student responses

- a. *Zoning ordinances divide the community into different areas, each of which is designed to permit particular types of land uses, such as residential, commercial, open-space, agricultural or industrial. This allows for a balanced community containing compatible land uses. Zoning ordinances also include particulars for land use development requirements.*

b. *Variations can be granted if landowners cannot properly use their properties because of anomalies in the land, such as steep hills, or irregular shapes, such as corner residential lots.*

D. INTERDISCIPLINARY ACTIVITIES

Unit IV allows you to involve the:

- mathematics department in creating graphs and charts dealing with percentages of city employees in each department, and comparing that to surrounding communities.
- computer department in preparing charts which show percentages of city land devoted to city parks and open space, and comparing them to the surrounding communities.
- business department in researching information on requirements for employment in different city or county departments, and preparing charts listing requirements, salaries and other pertinent information.

E. CHECK FOR UNDERSTANDING

Unit Four: What Does Our Local Government Do For Us?

Answer Key to Questions on Pages 59 - 60

1. What is the name of a city's legal authority to preserve order and ensure safety?

Police powers

2. If you want a speaker to talk to your school about safety to and from school, which department would you call?

The police department

3. If you find a notice on your door asking you to clear the brush from around your house, which department probably left the note?

The fire department

4. When your street floods in a rain storm, which department would you call?

The public works department

5. If you want to learn the address of the nearest refuse dump, which department would you call?

The public works department

6. If the lights on the neighborhood tennis court are not working, which department would you call?

Parks and recreation department

7. If you wanted to look at a copy of your city's budget, which department would you call?

Finance department

8. Name one program run by counties, but not by cities.

Health and welfare services

9. Which local government is responsible for collecting property taxes in California?

Counties

10. What does California's redevelopment law allow a city to do?

Designate a redevelopment area and use its increased property taxes to pay for the redevelopment

11. Why would a county government object to a city's redevelopment plan?

Because it loses money (the property tax growth in a redevelopment area)

12. What does the acronym NIMBY stand for?

Not In My Back Yard

13. Name two land use proposals that usually are reviewed by a planning commission before going to a city council or county board.

Zoning changes, variances, conditional use permits, subdivisions and plot plans

14. When contractors have completed a building foundation and are ready to begin framing walls, which department would they call to get an inspector to approve the work?

The building department

15. Why does California require every city and county to adopt a general plan?

To prevent unbridled, chaotic development

16. What is a “sphere of influence” in a general plan?

Areas outside a city’s boundaries that impact city services now or in the future

17. List the elements that a general plan must contain.

Land use, circulation, housing, conservation, open-space, noise and safety

18. If you want to know where new housing developments are planned, which general plan element would you consult?

The land use element

19. If you want to know how many lanes your street may have in the future, which general plan element would you consult?

The circulation element

20. If you want to know the plans for the wooded area across the street, which general plan element would you consult?

The conservation element

21. If you want to build something on your property that is not allowed under the local zoning ordinance, what must you obtain?

A zoning variance

22. If you want to use your property for some purpose other than that allowed under the local zoning ordinance, what must you obtain?

A conditional use permit

23. What does the acronym EIR stand for?

Environmental Impact Report

24. Under what circumstances does the law say an environmental assessment must be made on a proposed project?

When a project could cause significant environmental impacts

25. If you own property near the coast, what state agency must approve your plans in addition to your local city or county?

The California Coastal Commission

How Do We Pay For Government Services?

A. WHAT STUDENTS WILL LEARN IN UNIT FIVE

Students will understand the revenue sources and expenditure patterns for local government operations. Students will be able to:

- Construct the appropriate pie or bar graphs, given typical city and county revenue and expenditure figures.
- Describe the components of the state sales tax and explain why it is not uniform throughout the state's 58 counties.
- Identify tax revenues that remain with local governments, and those that go to the state of California.
- List and describe the sources of revenue other than taxes that help finance local government services.
- Describe the differences in the relationship between the state and local governments before and after the passage of Proposition 13 in 1978.
- Cite the components of school financing, including Average Daily Attendance (ADA), Proposition 98, developer fees,

the lottery and categorical funding, and be able to define each component.

- Compare and contrast school finance sources with those of other local government agencies.

B. ADDITIONAL STUDENT ACTIVITIES

1. Have your students contact the city or county finance department to obtain a copy of this year's budget. Have students compare revenues and expenditures with the typical expenditure graphs in Unit V on pages 62, 63, 64 and 66. What explains the differences, if any? You may wish to invite your city's finance director or staff to class to explain the budget process.
2. Students, prior to seeing actual percentages, should construct a pie or bar graph for expending city revenues, based on their consideration of what services are most important for a city to perform. If there are differences, and there usually are, then what explains these differences? What services do

teenagers typically downplay? Which are most important to them?

3. Have students survey the community or their local immediate area and determine which businesses generate the most sales tax. What percentage of the community's budget is generated from sales taxes? How do communities encourage more business activity in order to develop greater sales tax revenue? Is your area friendly to business? Why or why not? A guest speaker from the chamber of commerce might give a community-wide perspective.
4. Have the students obtain a list of the license and permit fees for their community, as well as fees in the surrounding area. Have there been dramatic increases, in the recent past, to accommodate reductions in state revenues? How does the fee structure compare with neighboring communities? If there are differences, why?
5. Students could keep track of all newspaper or news magazine stories dealing with taxes, particularly at the local level. A montage could be constructed, with stories categorized under proper tax-type headings.
6. Students could construct a series of pie graphs showing revenue and expenditures for their local city and county, and then make comparisons of spending and revenue patterns with one or more close-by communities. Any differences should then be analyzed.

C. UNIT FIVE DISCUSSION QUESTIONS

Question 1. When communities face financial shortfalls, is it better to raise taxes (required two-thirds vote makes this

method difficult) and fees for services, or to reduce the level and extent of services provided by the community? Explain your choice.

Possible student response

Answers will vary. However, most cities have been increasing permit and license fees as well as fines in recent years. Many cities have also been reducing services by not filling vacancies in the employment force created by resignations and retirements. Some communities are reducing their work forces by layoffs.

Question 2. Why have many communities begun to rely more heavily on revenue generation on sales taxes rather than property taxes, which have historically been the major revenue source?

Possible student response

Proposition 13, enacted by voters in California in 1978, effectively reduced the revenue from property taxes by 50 percent, and limited increases to 2 percent per year for properties held on or before 1975. By severely restricting the revenues available from property taxes, and requiring a two-thirds majority for new property taxes, it forced cities to rely more heavily on sales and other type taxes. Sales tax revenue can be enhanced by increasing the number of commercial sources and outlets in a community. This has led to competition among local agencies for attracting retailers to their locales.

Question 3. What are the connections that exist between the operation of automobiles and the financing of local governments?

Possible student response

a. Fines for moving violations which occur within a city's limits are returned proportionally to the city. The state general

fund keeps 50 percent of the fines to defray the cost of operating the courts. Cities keep all monies generated from parking violations.

- b. *Cities are returned a large portion of the motor vehicle license fees collected annually by the state. These are "in lieu" fees, replacing personal property taxes formerly collected by cities. Cities also receive 39 percent of gasoline taxes collected by the state on gasoline purchased within the city.*

D. INTERDISCIPLINARY ACTIVITIES

Unit V allows the opportunity for:

- math classes to create graphs and charts on city, county or department-by-department expenditures, and to make comparisons with previous years. Students could show percentage increases by departments.
- science students to create area maps based on decibel noise levels from the community's general plan; they could also plot earthquake faults, if any, and other areas of potential community hazards.

E. CHECK FOR UNDERSTANDING

Unit Five: How Do We Pay For Government Services?

Answer Key to Questions on Page 76

1. What is "real" property?

Land and buildings

2. What does it mean to "assess" a property?

To assign a taxable value to it

3. Under Proposition 13, by what number

do you divide the sales price of a house to determine its maximum property tax?

Divide by 100

4. Once you have purchased your home, how much can the county raise your property tax each year?

Two percent

5. Why have local governments become more dependent on state taxes since 1978?

Because Proposition 13 took control of local property taxes away from local governments

6. Name the three most important state-collected taxes.

The sales tax, income tax and corporation tax

7. How did Proposition 13 make it difficult for governments to adopt new taxes?

It requires a two-thirds majority vote.

8. What is an "ad valorem" tax?

Tax on the value of property

9. Name something on which you do NOT pay sales tax in California.

Groceries, prescriptions and some services

10. Why does where you buy a car or TV matter to local government?

Because the location of the sale determines which local government gets the local share of the sales tax

11. Why do you pay a higher sales

tax rate in San Francisco than in Palm Springs?

San Francisco has adopted a higher local optional sales tax.

12. Why do local governments charge businesses a fee to issue a business license?

Because commercial activities benefit from government services, such as streets and police

13. What is the general rule that limits how much local government can charge in fees?

Fees should not exceed the true cost of the service.

14. If you own a car, you pay a motor vehicle “in lieu” fee. In lieu of what?

A tax on personal property that used to be collected

15. Why do local governments receive about 39 percent of the state gasoline tax collected at the pump?

So they can build and maintain local streets

16. What were the two government functions controlled by Proposition 13 and Proposition 4?

Taxing and spending

17. Why do utilities pay a franchise tax to local governments?

For exclusive rights to their business and use of public rights of way

18. What proportion of California’s cities

operate their own water utilities?

About one-third

19. What must opponents do to defeat a proposed benefit assessment district?

File written protests from a majority of the affected property owners

20. Where does most of the funding for California public schools come from?

From the state general fund

21. Of every dollar spent on public education in California, how much comes from the California Lottery?

Between 2 and 3 percent

22. Why was Proposition 98 important to public schools?

It guarantees schools a percentage of the state’s budget.

Your Government: You Make The Decisions

A. WHAT STUDENTS WILL LEARN IN UNIT SIX

Students will develop a vision for a community, using cooperative learning techniques and involving community resource persons. Students will be able to:

- Prepare a class-developed mission statement for their own community.
- Accumulate and analyze information about a key element (one for each of the five groups in the class) of the operation of local government.
- Work cooperatively to combine their five group plans to create one comprehensive and presentable plan.
- Present the class plan to resource persons used in the plan's preparation, as well as other community groups.

B. ADDITIONAL STUDENT ACTIVITIES

This culminating unit has students, in committees, design a new community. The committees deal with the following: cultural heritage, government structure, the providing of city services, land use planning and financing the community. Each committee should use outside resource people from the community.

1. As a class, brainstorm the aspects of your city which make your community unique and special. Are there events, traditions, people and places which differentiate your community from those surrounding it? Invite senior citizens to share their perspective and help with the brainstorming.
2. Have students interview parents, grandparents and residents of their neighborhoods to discover what they consider most important to include in the planning of a "new" city. Remind them to include people of both genders and various ages and occupations.
3. Have students work in groups and choose one of the following topics: cultural heritage, government structure, the providing of city/county services, local government players, land use planning and financing the community. Have students use the charts on pages 20, 22, 24 and 26 of the student guide, the telephone book, etc., as references. They should identify the most appropriate resource people to meet with their group to help them learn more about the issues concerning their topics. Don't forget to include service clubs and religious organizations as possible resource persons.

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4. Students can practice their letter writing skills by composing a letter of invitation to an elected or appointed official or staff member, or a community member. Have them be sure to include the time, date, address (and map) and contact information, a brief explanation of the group or class project and a suggestion for topics to be addressed by the guest.
 5. Reminding students of the importance of thank you notes, have each student in the class write a letter of appreciation to community resource people who have visited the class.

C. UNIT SIX DISCUSSION QUESTIONS

The following discussion questions could help students prepare to design their new community. Students' answers will vary with the community.

Question 1. What pertinent issues are currently being addressed by your local governments? Which do you think most impact you and your family? Which do you think most impact the entire community?

Question 2. Is public safety a concern for your community? Which specific issues can you identify and how do these issues impact your local government service? Has your community introduced a neighborhood watch or safe streets program? What other crime prevention programs are being initiated?

Question 3. What provisions for mass transit are currently being planned or implemented? What new public works projects are in progress? Which geographical areas in your community have been protected from development? Why?

Question 4. Has your area had a major emergency? What local government agencies would provide services in the event of an emergency?

Question 5. Is there any new development in your community? Are there any new businesses, or any that have left your area? Why? Which local government agencies have responsibility for regulating new buildings? Which regulate business?

Question 6. What are the major environmental or health concerns in your community? Does your community have ordinances relating to environmental or health, i.e. smoking ordinances? What facilities are available for residents to exercise?

D. INTERDISCIPLINARY ACTIVITIES

Unit VI offers the chance for all subject areas to be integrated into the culminating showcase activity:

- English or language arts classes could work on the group reports which will be presented in this culminating activity. The creation of these reports could be credit assignments for the local government class as well as for the English class.
- math and computer classes could help with zoning, budget planning and projections, charts and graphs for revenue and expenses.
- science classes could explore environmental and health concerns for the community.
- physical education classes could work with local parks and recreation staff, focusing on facilities and activities available for youths.
- art classes could explore architectural styles and make recommendations for monuments and murals. They could also develop a plan to address graffiti problems in the community.

- Psychology and sociology classes could identify health and human services available for the poor and homeless.

E. CHECK FOR UNDERSTANDING: ASSESSING WHAT YOUR STUDENTS HAVE LEARNED

Research is validating what good teachers have known instinctively: Good assessment is an integral part of good instruction. It is on-going and culminates in having students demonstrate in real-life situations their understanding of learning outcomes that have been clearly stated and shared during the learning process.

Authentic assessment and performance assessment are terms that describe methods of having students demonstrate what they have learned by requiring them to solve problems, perform tasks or create products under simulated “real-life” situations. An assessment portfolio is a collection of student work that can serve as the basis for evaluating work in progress as well as work over time.

Unit VI of the student guide provides students a multitude of opportunities to demonstrate what they have learned about local government. The following chart offers many examples of portfolio assessments for local government.

PORTFOLIO ASSESSMENT IN LOCAL GOVERNMENT

Sample Portfolio Tasks: Local Government

Research a local government person in your community

- Report
- Journal
- A play (group investigation)
- Letters (to and from)
- Dramatic portrayal

Look at a local government event in your community

- Time capsule
- Dramatic enactment
- Eyewitness report

Interpret local government data

- Graphs, maps, time-lines — annotated by student
- Venn diagrams (community figures or events)

Link past to present

- Dialogue/interview with long-time resident
- Comparative map studies

Analyze cause and effect

- Venn diagrams, graphs, time-lines (annotated)
- Essays using speculation, evaluation, problem solution, overlay maps

Use multiple perspectives - multi-cultural perspectives

- “You are there” scripts (audio/video/ written)
- Local newspaper written from different perspectives
- Community “Key Player” diary (historical empathy)
- Monologues - written
- Cartooning

Defend a position

- Newspaper editorial — letters to editor
- Debates — written pros/cons with reflections of debate process
- Campaign speech

Source: Adapted from the California Department of Education History-Social Science Portfolio Committee, Darrell Myers, Chair, and Kristin Palmquist, Consultant.

Education and Community Resources

EDUCATION AND COMMUNITY RESOURCES

Picture Yourself In Local Government is a valuable tool to teach students how local government can make a difference in their lives and how they can make a difference in their communities. The student guide has been designed to be most effective when enhanced with education and community resources.

As schools strive to meet their restructuring and reform agendas, city and county elected officials and staff can prove to be a most valuable resource. Local government is rich with opportunities to bring the community into the classroom as well as take students into the community. In addition, partnerships between schools and local government illustrate the adage: "It takes an entire community to educate a child."

Several of the activities in the student guide provide opportunities for parents or other members of the government, business, legal or education communities to work with students. Many also offer an ideal forum for youth community service and youth service learning. Community members can help students learn by: providing information about careers; serving as role models; offering insight on the services, processes and issues of local government; role-playing as decision-makers; or giving feedback to students as they simulate city council and county supervisor meetings. Activities are also designed to utilize members of city or county governments as resource people

who assist in the preparation of the reports in each unit or who serve as debriefing "experts" at the conclusion of the units.

Local "key players," representing various segments of the community, such as labor unions, employee and professional associations, school boards, business, neighborhood associations and service clubs, can bring many pertinent local government issues to life. Teachers can help visitors focus on issues that will most benefit and interest students!

Local government officials can also address issues introduced in the student guide, as well as illustrate some of the concepts with real-life examples. School site administrators and support staff can also be used as resources particularly when dealing with activities involving school districts, school financing and debriefing various state initiatives and propositions.

Community resource people, in conjunction with the student guide, primary source documents and other resources, can provide a dynamic atmosphere that enhances student learning. The use of active, responsible adults as resources can help students recognize their obligation to be good citizens and convey the empowering message: "*At the local level, individual voices, votes and actions can make a difference!*"

Following is a list of additional resources that may be useful in your quest to enrich your history-social science curriculum.

ADDITIONAL PUBLICATIONS AVAILABLE FROM THE INSTITUTE FOR LOCAL SELF GOVERNMENT

The following additional publications and resource materials are available from the Institute for Local Self Government:

“Participating in Local Government: A Guide for Teaching Local Government”:

A resource binder for elementary, middle, and high school teachers including a primer on California local government, a three-week curriculum with lesson plans and activities for each of the elementary middle, and high school levels. (3rd ed.)

“Picture Yourself in Local Government” Poster

A colorful cityscape poster highlighting a wide array of local government activities. This poster is reduced and replicated on back for use by students. Classroom and community activities are included to guide the teacher in using the poster to help students understand our governmental institutions, and promote widespread participation in community affairs and self governance.

Supplemental Lesson Plans and Activities

A series of six lesson plans for 7-12th grade levels designed to increase student awareness and develop critical thinking skills. These six lesson plans compliment the material contained in the student guide “Picture Yourself in Local Government”.

“Picture Yourself in Local Government” Video

An upbeat, inspiring video featuring California students, grades 7-12, bringing the local government and civic education curriculum to life. Includes a teacher reference guide to use the video in the classroom.

“Picture Yourself in Local Government” Student Guide

A student guide for 7-12th grade levels covering the history, organization and people involved in California local governments. Each chapter includes student and class activities, thought-provoking questions designed to check student understanding and a comprehensive vocabulary guide.

“Picture Yourself in Local Government” Classroom Set

Included are 35 copies of the student guide “Picture Yourself in Local Government”, a teacher reference guide; supplemental lesson plans and activities; a video introducing local government to students and a copy of the cityscape poster.

For orders or questions please contact:

The Institute for Local Self Government
1400 K Street, Suite 400
Sacramento, CA 95814
916/443-4136
FAX 916/444-8671

CALIFORNIA DEPARTMENT OF EDUCATION

Grade 12 Course Model

Course Model for the History-Social Science Framework, Grade 12 - Principles of American Democracy. California Department of Education, 721 Capitol Mall, Sacramento, CA 95814, 916/657-3103

Unit IV of this California Department of Education Course Model, "Federalism: State and Local Government", can be used as a working resource for teachers to which they can add their own materials or resources. This model provides descriptions and anecdotes of valuable teaching strategies, and cites numerous teaching resources for use by both teachers and students.

PERIODICALS

California County

1100 K Street, Suite 101
Sacramento, CA 95814
916/327-7529

California Journal

1714 Capitol Avenue
Sacramento, CA 95814
916/444-2840

California Schools

3100 Beacon Blvd.
West Sacramento, CA 95691
916/371-4691

Western City Magazine

1400 K Street
Sacramento, CA 95814
916/444-5790

SOFTWARE

Our Town Meeting: A Lesson in Civic Responsibility, Cambridge, MA: Tom Snyder Productions

Sim City and Sim City II, San Rafael, CA: Broderbund Software, 1989

Urbanization: The Growth of Cities, (Decisions, Decisions series). Cambridge, MA: Tom Snyder Productions

VIDEOS

The City: What Good Is It? League of California Cities, 1400 K Street, Sacramento, CA 95814, 916/444-5790.

County Government: Closing the Gap, California State Association of Counties, 1100 K Street, Sacramento, CA 95814 916/327-7500

First Tuesday, Registrar of Voters, County of San Diego, P.O. BOX 85093, San Diego, CA 92183, 619/565-5800.

Picture Yourself in Local Government, Institute for Local Self Government, 1400 K Street, Suite 400, Sacramento, CA 95814, 916/443-4136

Quake '89, League of California Cities, 1400 K Street, Sacramento, CA 95814, 916/444-5790.

The Role and Responsibility of the Planning Commission, League of California Cities, 1400 K Street, Sacramento, CA 95814, 916/444-5790.

Sign of the Times, City of South San Francisco, 400 Grand Avenue, SSF, CA 94080, 415/877-8500.

Why Plan: A Primer for Concerned Citizens, League of California Cities, 1400 K Street, Sacramento, CA 95814, 916/444-579

ASSESSING STUDENT PERFORMANCE

Teachers design tests to gauge what students are learning. In the California Council for the Social Studies document, *CCSS Is Looking Over California Assessment*, it is stated that tests should:

- Promote critical thinking
- Be gender, ethnic and class-bias free
- Encourage high performance standards
- Be integrated with instructional processes
- Allow for diverse learning styles and teaching techniques
- Be useful for diagnosis to improve student performance
- Encourage integrated subject matter learning
- Foster effective citizenship as a goal
- Help students apply what they've learned to real life situations

For more information on assessment, contact the California Council for the Social Studies or the California Department of Education.

BOOKS/BOOKLETS

Citizenship and Law-Related Education Center. *We The People . . . of Sacramento: A Student Guide to Sacramento City and County Government*, 9738 Lincoln Village Drive, Sacramento, CA 95827, 916/228-2322.

Gibbons, Tom, Curriculum Unit. *County Government*, 500 W. Temple St., Room 375, Hall of Administration, Los Angeles, CA 90012, 213/294-1759.

Institute for Local Self-Government, *Participating in Local Government: A Guide for Teaching Local Government* (1994), 1400 K St., Sacramento, CA 95814, 916/443-4136.

League of Women Voters of California, *Guide to California Government*, 926 J St., Suite 1000, Sacramento, CA 95814, 916/442-7215.

CURRICULAR/PROGRAMS

Several cities and counties have developed curricula and programs specific to their own communities. These materials are available on loan from the Institute for Local Self Government.

Alhambra - S.P.E.A.K

Campbell - Campbell: Your City

Coachella - Planning Commission
School Program (English &
Spanish)

Cupertino - SWING

La Palma - Youth in Government

Long Beach - Youth Community
Service Program

Santa Clarita - Youth in Government

San Diego - Youth Vote '92

San Mateo County - Local Decisions

S. San Francisco - Youth in
Government

ORGANIZATIONS

California Council for the Social Studies

1255 Vista Grande
Millbrae, CA 94030
415/692-4830

California Department of Education History-Social Science/Visual and Performing Arts Unit

721 Capitol Mall
Sacramento, CA 95814
916/657-3103

California State Association of Counties

1100 K Street, Suite 101
Sacramento, CA 95814
916/327-7500

Capitol Focus

1714 Capitol Avenue
Sacramento, CA 95814
916/443-2229

Citizenship and Law-Related Education Center

9738 Lincoln Village Drive
Sacramento, CA 95814
916/228-2322

Institute for Local Self Government

1400 K Street, Suite 400
Sacramento, CA 95814
916/443-4136

The Junior Statesmen Foundation

650 Bair Island Road, Suite 201
Redwood City, CA 94063
415/658-5426

League of California Cities

1400 K Street
Sacramento, CA 95814
916/444-5790

League of Women Voters of California

926 J Street, Suite 1000
Sacramento, CA 95814
916/442-7215

PRIMARY SOURCE DOCUMENTS

There are numerous primary source documents that are readily available from local government agencies. These documents can be used to validate and augment many of the activities in the student guide. Local government offices will often provide these and other primary source documents to you at little or no cost. Most agencies will place you on a mailing list for supervisor or council meeting agendas; often they will supply support documents for the agendas as well. Many comparable documents for school districts are also routinely available. Primary source documents include the following:

- City or county annual budgets
- Governmental organization charts
- Public works project descriptions
- Environmental Impact Reports (full document from a local project)
- Environmental Impact Statement forms (from planning or building department)
- City council or board of supervisors agenda (weekly or bi-weekly)
- Personnel flyers for job openings
- Planning commission agendas
- City General Plans
- Zoning maps for city or county
- Ordinances and policy statements