

## CURRENT SOCIAL ISSUES

### English/Language Arts and Social Science

Grade: 4/5

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**Acceleration Approach**

Standard has been accelerated by moving grade levels 4-5 up to the standard used for grade level 7 in communications, grade level 6 in writing, grade level 8 in social sciences analysis, and grade level 7 in reading.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
			→							
			→							
			→							

**Organizing Overarching Concept (e.g., systems, patterns of change, models, scales):**

Systems and Patterns of Change

**Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning):**

Paul's Elements of Thought.

**Differentiation Features – Students:**

- Clustered by higher order thinking skills
- Require multiple and advanced resources
- Conduct original research
- Develop a product

**COMMON CURRICULUM GOAL****English/Language Arts - Writing**

Use a variety of modes in appropriate context.

Use a variety of written forms to express ideas appropriate to audience and purpose.

Use a variety of modes (e.g., narrative, expository, persuasive) in appropriate context. Use a variety of modes (e.g. journals, essays, short stories, poems, research papers, business and technical writing) to express ideas appropriate to audience and purpose.

**English/Language Arts - Communication**

Write research reports and structure oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.

**English/Language Arts – Reading**

Listen to, experience, and read a wide variety of informational and literary text at school and on their own.

Use the structural features of text to increase comprehension of a variety of informational printed and electronic text.

**Social Sciences Analysis**

Define and clarify an issue so that its dimensions are well understood.

Acquire and organize materials from primary and secondary sources.

Explain various perspectives on an event or issue and the reasoning behind them.

Identify and analyze an issue.

Select a course of action to resolve an issue.

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#### Archetypal Model

Research a topic of interest, write a report and give an oral presentation to the class.

#### TASK DEMAND

##### Sample Task Activity

Write a research report on a topic of interest relevant to current events. For example, select an international issue from a recent paper, or select a local, state or regional issue from a recent paper.

Choose an issue that you have personal interest in, if possible. This could be from any section of the paper-world news, science, ecology, sports, and so on. \*Your issue must involve conflict or different points of view. A fact is not an issue.

- Pose relevant questions about the topic.
- Convey clear and accurate perspectives on the subject.
- Include evidence compiled through the formal research process.
- Document sources in a bibliography.

Use organizational structures such as cause and effect, similarity and difference, and posing and answering a question for conveying information. See Paul's *Elements of Thought*.

Make oral presentation to the class,

- use notes and outlines;
- use organizational pattern that includes preview, introduction, body, transitions, conclusion;
- For point of view, use evidence and arguments to support opinions. Be sure to include more than one point of view and distinguish fact from opinion;
- use visual media

#### #1 Example: Become an involved party and assume the role of a real or hypothetical person.

- Who are you and where do you fit in this community? (i.e., My name is Senor Hernandez and I am a businessman.
- What are you here to address? (i.e., I am here today to share my ideas with you on the topic of \_\_\_\_\_).

#### CONTENT STANDARDS

##### Social Sciences Analysis

Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.

Gather, use, and evaluate researched information to support analysis and conclusions.

Understand an event, issue, problem, or phenomenon from multiple perspectives.

Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.

Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.

#### BENCHMARKS

##### English/Language Arts - Writing

6<sup>th</sup> Grade - Write a research report:

Pose relevant questions with a scope narrow enough to be thoroughly covered. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources.

Include a bibliography.

##### English/Language Arts - Communication

6<sup>th</sup> Grade - Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.

7<sup>th</sup> Grade – Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

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- Here is what I think/believe and why. Be sure to talk about the issue giving more than one point of view and clearly explaining why you favor your idea. Identify facts and opinions.
- This is important because: (Tell why this is an important issue for others to be aware of)
- Conclusion; Summarize the most important points in your presentation and make a strong final statement for your point of view.

#### #2 Example: You are the reporter.

- Introduce yourself and your topic.
- Make an organized presentation with a beginning, middle and end. Main ideas are significantly developed and supported by numerous details. Fact and opinion are clearly labeled.
- End with a concluding statement that summarizes the most important points in your presentation.
- Ask for questions.

#### #3 Example: Work with a partner. Stage a debate about your topic.

- Introduce yourselves and your topic, clearly stating each point of view. Partner A presents, then partner B presents, Partner A makes final comments and Partner B makes final comments. Each partner:
  - Makes an opening statement that introduces yourself and your point of view.
  - Make an organized presentation with a beginning, middle and end. Main ideas are significantly developed and supported by numerous details. Fact and opinion are clearly labeled.
  - End with a persuasive concluding statement that summarizes the most important points in your presentation.
  - During final comments, you may respond to points your partner has brought up if you wish.

7<sup>th</sup> Grade – Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.

#### English/Language Arts - Reading

8<sup>th</sup> Grade - Listen to, experience, and read a wide variety of informational and literary text and read one million words annually on their own.

7<sup>th</sup> Grade – Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, sign).

7<sup>th</sup> Grade – Locate information by using a variety of consumer, workplace and public documents.

#### Social Sciences Analysis

8<sup>th</sup> Grade – Clarify the key aspects of an event, issue, or problem through inquiry and research.

8<sup>th</sup> Grade – Gather, interpret, use and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.

8<sup>th</sup> Grade – Examine a controversial event, issue, or problem from more than one perspective.

8<sup>th</sup> Grade – Examine the various characteristics, causes, and effects, of an event, issue or problem.

8<sup>th</sup> Grade – Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.

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**Questions**

- In which general current event are you interested?
- What criteria will you use to narrow the general area to the specific topic?
- What factors might limit you from your topic selection?

**Implementation Time**

5 class sessions; homework time.

**Resources**

Newspaper, Internet, encyclopedias, magazines, books, district libraries at all levels, public library, community members as appropriate

**Scoring Guide**

See Standards and Assessments Section VII for Communication and Writing Scoring Guides.

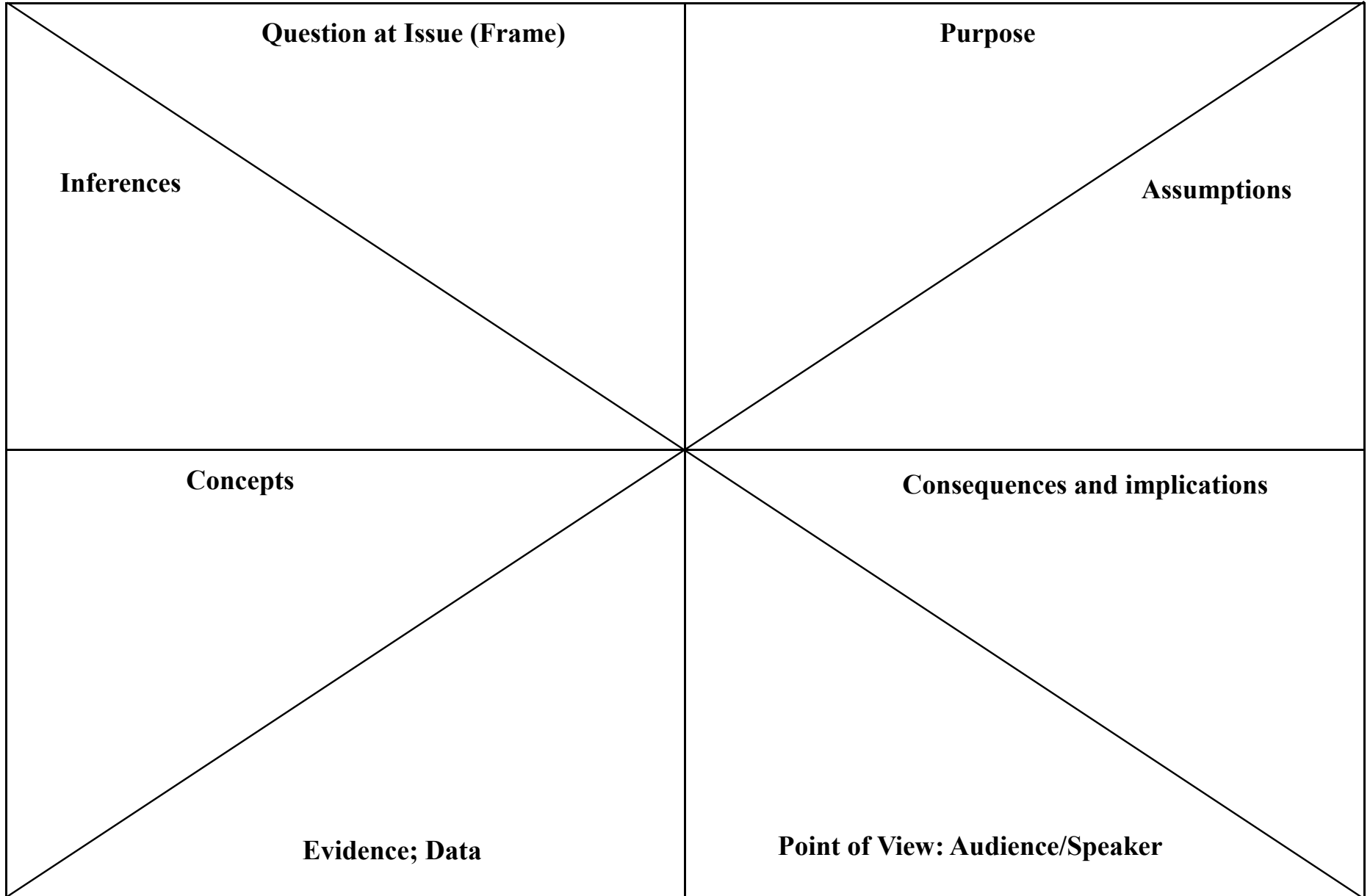
<b>Research Report</b>	<b>6 Exemplary</b>	<b>5 Proficient</b>	<b>4 Strong</b>	<b>3 Developing</b>	<b>2 Emerging</b>	<b>1 Beginning</b>
<b>Students will be able to:</b>						
Pose relevant questions with a scope narrow enough to be thoroughly covered.						
Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources.						
Include a bibliography						
<b>Social Science Analysis</b>	<b>6 Exemplary</b>	<b>5 Proficient</b>	<b>4 Strong</b>	<b>3 Developing</b>	<b>2 Emerging</b>	<b>1 Beginning</b>
<b>Students will be able to:</b>						
Clarify the key aspects of an event, issue, or problem through inquiry and research.						
Gather, interpret, use and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.						
Examine a controversial event, issue, or problem from more than one perspective.						
Examine the various characteristics, causes, and effects, of an event, issue or problem.						
Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.						

**ELEMENTS OF THOUGHT**  
Graphic Organizer

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Name \_\_\_\_\_

Date \_\_\_\_\_



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**TAG NEEDS ADDRESSED**

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input type="checkbox"/> Advanced Critical Thinking in Social Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Social Science <input type="checkbox"/> Challenging Social Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Social Science <input type="checkbox"/> Social Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p><b>English/LA:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p><b>Social Science:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>				
<p>Student _____ Grade _____</p>				
<p>Teacher _____ School _____</p>				
<p>Date Initiated _____</p>		<p>Date Completed _____</p>		
<p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				