

**POINT OF VIEW**  
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 8.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
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**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 Model of Reasoning  
Analysis, multiple perspectives, persuasive writing, structure, function, and pattern of societal systems.

**Differentiation Features – Students:**

- Use multiple higher-level skills
- Use multiple and advanced resources
- Conduct original research
- Present oral and written communication to a real world audience

**COMMON CURRICULUM GOAL**

**English /Language Arts– Communication**

Structure oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.

Listen critically and respond appropriately to oral communication.

**Social Science – Analysis**

Acquire and organize materials from primary and secondary sources.

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

Select a course of action to resolve an issue.

**CONTENT STANDARDS**

**Social Science – 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.

Select a course of action to resolve an issue.

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**Archetypal Model**

“Elements of Thought” organizational format

**TASK DEMAND****Sample Task Activity**

After completing writing task ( see previous sample *Current Social Issues*) prepare an oral presentation. Present a personal point of view on a topic of research. Topic example may be Oct. 26, 2001 *Oregonian* article on “Children in War.” This is a story of a 9-year-old boy from Afghanistan who is currently “fighting” on the front line in the battles with USA.

Before presentation, make contact with a community member. Interview that person and gain insight into that person’s specific opinions in your research topic. For the presentation, determine a role of one of the community members. Examples may be local minister, stay-at-home mom, mayor, high school student, small business owner, waitress.

In preparation, use “The Speech Form” as a guide to your presentation.

**Questions**

- Why is your opinion important in dealing with the social issue you have presented?
- Who are some people, organizations, agencies who might be able to help resolve the concerns you voice?
- How might they help?
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**Implementation Time**

Approximately 3-4 weeks; 1-hour daily sessions in connection with Sample #39 Current Social Issues (Student research papers/information gained from Sample #39 Current Social Issues.)

**Resources**

- Student research paper and information collected
- *Elements of Thought* Graphic Organizer from VanTassel-Baska, J, Curriculum Planning and Instructional Design for Gifted Learners, Denver, Love Publishing

**BENCHMARKS****English /Language Arts– Communication**

6<sup>th</sup> Grade – Develop a focus, organizational structure, and point of view, matching the purpose message, occasion, and delivery to the audience.

7<sup>th</sup> Grade – Use organizational structures such as cause and effect, similarity and difference, and posing and answering a question for conveying information.

7<sup>th</sup> Grade – Makes oral presentations to the class (e.g. uses notes and outlines, uses organizational pattern that includes preview, introduction, body, transitions, conclusions; and point of view; uses evidence and arguments to support opinions; uses visual media.)

7<sup>th</sup> Grade – Ask questions to obtain information, including evidence to support the speaker’s claims and conclusions.

7<sup>th</sup> Grade – Determine the speaker’s attitude toward that subject.

7<sup>th</sup> Grade – Paraphrase a speaker’s purpose and point of view.

8<sup>th</sup> Grade - Analyze oral presentations including language choice and delivery, and the effect of the speaker’s interpretations on the listener.

8<sup>th</sup> Grade – Respond to persuasive messages with questions, challenges, or affirmations.

**Social Science – Analysis**

8<sup>th</sup> Grade – Clarify 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.

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**Scoring Guide**

Use Scoring Guides English/Language Arts –Communication—Speaking: Ideas and Content and Delivery (See Standards and Assessments Section VII.)

The listeners of these oral presentations could complete the benchmarks for listening listed above.

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

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.

Scoring Guide	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
<b>Students will be able to:</b>						
Develop a focus, organizational structure, and point of view, matching the purpose message, occasion, and delivery to the audience.						
Use organizational structures such as cause and effect, similarity and difference, and posing and answering a question for conveying information.						
Makes oral presentations to the class (e.g. uses notes and outlines, uses organizational pattern that includes preview, introduction, body, transitions, conclusions; and point of view; uses evidence and arguments to support opinions; uses visual media.)						
Clarify 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.						
Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.						

# THE SPEECH FORM

## Graphic Organizer

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Name \_\_\_\_\_ Date \_\_\_\_\_



Who are you and where do you fit in this community? (i.e., “My name is Jorgé and I am a minister at the local Hispanic Catholic Church.)

What are you here to address? (i.e., “I am here today to share my ideas with you on the topic of \_\_\_\_\_  
(fill in research topic.)



State “Here is what I think/believe” and say why.

State the reason: “I wanted to share my views with you because ...” (Why is this important issue for others to be aware?)



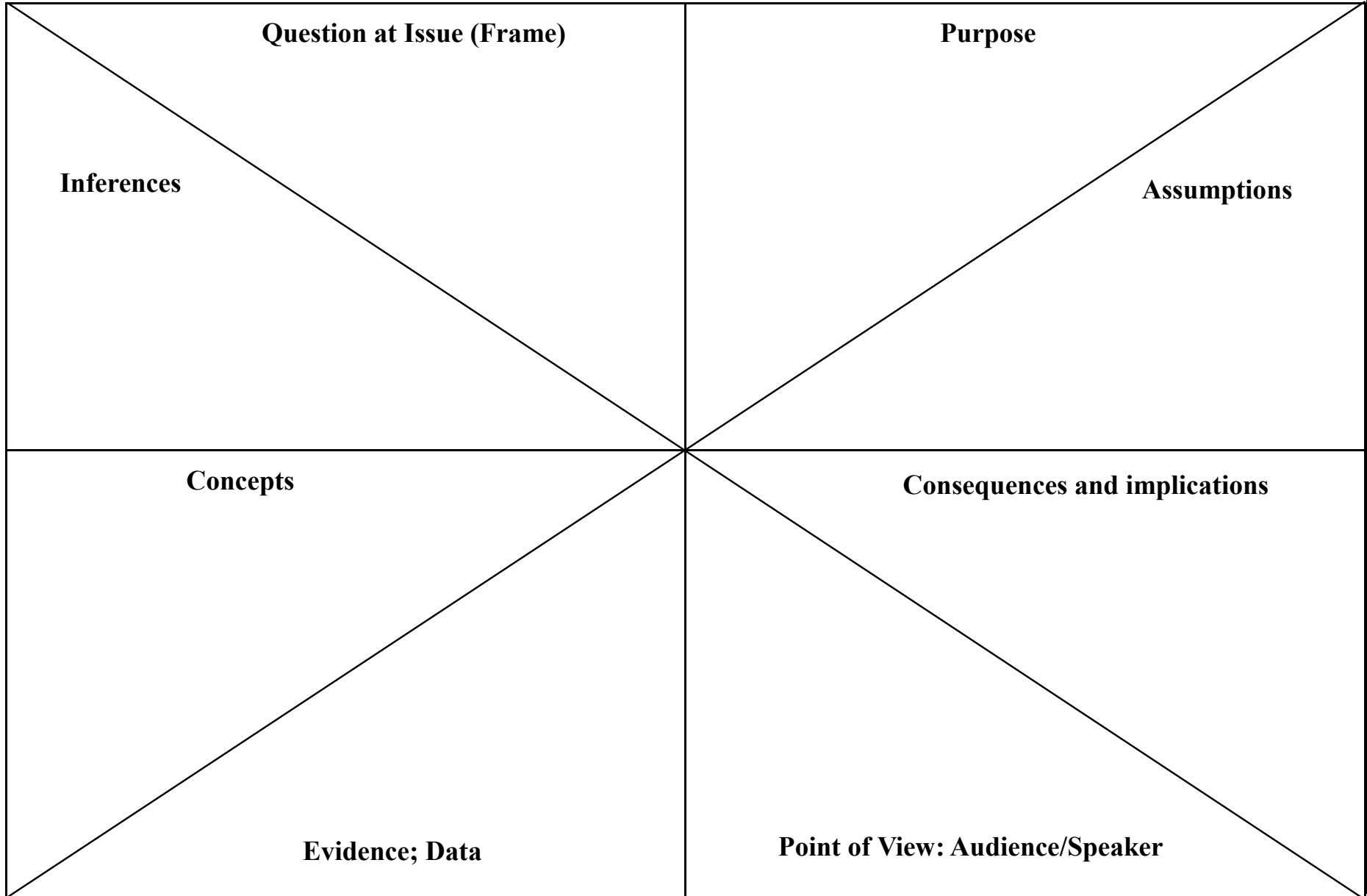
For closure, state “In conclusion... (Give a statement which summarizes your thoughts.)

**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 checked="" 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 Soc 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 checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development  * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.	<b>English/LA:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM  <b>Social Science:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p>				
<p>Check TAG Identification category:   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>				