

WHOSE JOB IS IT?
Social Science and English/Language Arts

Grades: 9-12

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Acceleration Approach

Standard has been accelerated by moving grade level 9 up to the standard used for grade levels 11-12 PASS

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM	PASS
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Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Responsibility/Systems

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

Paul’s Model of Reasoning: “Multiple Perspectives” and Model of Concept Development: “Government Systems”

Differentiation Features - Students:

- Have additional variables to study
- Clustered by higher order thinking skills
- Present oral and written communication to a real world audience

Diagnostic/Prescriptive: (What TAG students should already know)

- Know the three branches of government and their responsibilities
- Concept of Federalism
- Relationship to the Constitution
- Understand the balance of power

COMMON CURRICULUM GOAL

Social Science—Civics and Government

Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.

Understand the organization responsibilities and interrelationships between federal, state, and local governments in United States.

Understand the roles of the three branches of government and explain how their powers are distributed and shared.

Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).

Analyze major political systems of the world.

English/Language Arts—Communications

Listen critically and respond appropriately to oral communication.

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

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

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Archetypal Model (Research)

Students will research a topic and present their findings on how the responsibilities of local, state, and national governments are interrelated.

Students will analyze the role of the citizen and the media.

TASK DEMAND

Sample Task Activity

- Analyze the need for a balance of power in a democracy and the interrelated responsibilities of each. Understand the responsibility of citizens and the media to insure the balance of power.
- For regular education, make the center of the web more concrete using the responsibility spokes from Benchmark III. Center of the wheel, for example, becomes “defense,” “crime,” or “education” instead of “responsibility.”

Lesson Plan

Before students begin the research phase of this lesson, students need to know how to ask good questions, how to take notes, and how to interview people. There are several ways to accomplish this goal, including asking a professional newspaper reporter to talk to the students about the skills he/she uses in his/her job. Regardless of how the teacher chooses to make students aware of the skills needed for this assignment, students will need practice in asking good questions, taking notes, and interviewing people. If the teacher invites a reporter to the room, the students could have the opportunity to ask questions and take notes about the media’s roles in a democracy.

The teacher will also need to pre-test students about the concepts of checks and balances and federalism. The students must possess a good working understanding of both concepts before proceeding with the assignment. The regular students will need some direct instruction about both concepts. TAG students may just need to be reminded.

Teacher will proceed with the whole class, including TAG students with Graphic Organizers: *Government’s Responsibilities: Health, Media and Individual’s Responsibility: Health, Responsibility to Other Agencies*. Let the students brainstorm how each entity is responsible for each issue, urging the students to complete the worksheet for homework by asking parents, searching the Internet, calling their mayor. It is possible that the response might be “NONE.” For example, if the local hospital is a privately-owned, for profit entity, then the local government might not have responsibility in the area of cancer prevention. However, it could also be pointed out that even the local government must obey federal and state laws about the disposal of hazardous, cancer-causing materials. For the media section, students should be encouraged to think beyond the media’s responsibility for accurate reporting.

Analyze and evaluate the significance and accuracy of information and ideas presented in written, oral, visual, and multi-media communication.

English/Language Arts—Reading

Develop an interpretation when reading informational text

Demonstrate a critical stance when reading informational text

CONTENT STANDARDS

Social Science—Civics and Government

Understand the purposes of government and the basic constitutional principles of the United States republican form of government.

Understand the responsibilities and interrelationships of local, state, and national government of the United States.

Understand the roles and powers of the executive, legislative, and judicial branches.

Understand the participatory obligations of U.S. citizens.

Understand that there are different ways for governments to be organized and to hold power.

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Should the newspaper carry a story about an individual person's common cold? cancer? drug use (or abuse)? Should the newspaper carry a story about the national government's efforts for find a cure for the common cold? cancer? What responsibility does the government have for providing the newspaper with information? What responsibility does the citizen have to read the newspaper? to provide the newspaper with information?

For regular students, give them another worksheet with another topic (education, defense, crime, etc.) and ask them to complete it. For TAG students, let them choose their own topic. The goal for the high-end learner to become an expert in the issue so that he/she can share with the rest of the TAG students about the workings of the government, citizens, and media regarding a particular issue. Students' projects need to focus on the ethical implications and be rich with specific details and examples. Students will sign a Graphic Organizer *Project Contract* on which they will plan their projects, and the completed plan will address the following:

Whom will you interview?

How will you show mastery of each of the learning objectives (CCGs)?

What final format will your project take?

What is your timeline for completing each step?

Possible product format

- Create a chart
- Create a learning center for teachers to use
- Create a radio, television, or theater production
- Create a time line, including historical, social, political events
- Create a web site
- Create an invention
- Get something published
- Make a model
- Make a PowerPoint series of slides
- Organize a panel discussion
- Organize a symposium
- Write a song or poem
- Write a speech from the point of view of a person of the era
- Write an editorial
- Write an essay
- Write a play
- Write a research paper

BENCHMARKS

Social Science—Civics and Government

CIM - Understand the purpose of laws and government, provisions to limit power and the ability to meet changing needs as essential ideas of the Constitution.

CIM - Understand how the branches of government have powers and limitations.

CIM - Understand the civic responsibilities of U.S. citizens and how they are met.

CIM - Understand how various forms of government function in different situations.

English/Language Arts – Communications

CIM - Formulate judgments about ideas under discussion and support those judgments with convincing evidence.

CIM - Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that are credible, valid, and relevant.

CIM - Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

CIM - Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by seeking agreement or action, or to unite audiences behind a common belief.

English/Language Arts – Reading

CIM - Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations (from draft 5.0).

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Questions

- Why do we need government?
- What are the responsibilities of citizens in a democracy?
- Does the media have a responsibility to provide accurate information and a variety of points of view?
- How do the role of the media, role of citizens, and role of levels of government change in a theocracy or autocracy?

Implementation Time

- Regular education - 1—3 weeks; The regular student will look at one issue, such as defense, seeking to understand the role of the local, state and federal governments, citizens, and the media.
- TAG - 3—6 weeks: The TAG student will look at how local, state and federal government, citizens, and the media are responsible for and to each other in the U.S. system of government.

Translation to Regular Education

- Delineate the type of responsibility, i.e., health, and discuss the responsibilities of the various parts/aspects of government

Scoring Guide

Product Evaluation Guide.

Resources

- library materials
- interviews
- textbook

Internet

- Oregon School Library Information System www.oslis.k12.or.us
- Social Studies Resources <http://www.ed.gov/free/s-social.html>
- Social Studies Government Resources <http://www.ed.gov/free/s-social2.html#usgov>

PASS

Social Science—Civics and government

PASS—applies understanding of the U.S. political system and citizens' rights and responsibilities as informed, ethical participants.

GRAPHIC ORGANIZER
PRODUCT EVALUATION GUIDE

Name of Presenter _____ Date _____

Project Name _____

1. Presenter was well-organized and made a strong impact with craftsmanship.

Impact refers to the success of the work given the purposes and goals. Was the desired effect achieved? Was the problem solved? Was the audience engaged and informed? Did the presentation persuade? Did the presentation open minds to new possibilities? Was new knowledge created? Was the work effective?

Craftsmanship refers to the overall polish and rigor of the work's form or appearance. Was the presentation organized? Was the argument justified? Was the product clear? Did the presentation build and flow smoothly? Was the performance or product of high quality?

1 2 3 4 5 6

2. Presenter used effective multimedia and kept me interested and focused with the process and products of the presentation.

Process and products refer to the quality of the procedures and manner of presentation, prior to and during performance. Was the student careful? Was the speaker using apt tools of engagement? Was the proper procedure followed? Was the speaker mindful of and responsive to the audience in preparation and delivery?

1 2 3 4 5 6

3. Presenter used material not already taught in class and/or textbook and showed a degree of mastery learning.

Degree of mastery refers to the relative complexity or maturity of the knowledge employed. Was the student's approach insightful? Did the work display unusual or mature expertise? Did the student avoid naive misconceptions? Was the work sophisticated?

1 2 3 4 5 6

4. Presenter's content was accurate and meaningful.

Appropriateness of content refers to the correctness of the ideas, skills, or materials used. Was the work accurate? Was the product on the topic? Were the proposals supported by appropriate data? Was the content valid?

1 2 3 4 5 6

5. One thing that might have improved this presentation: _____

GRAPHIC ORGANIZER
GOVERNMENT'S RESPONSIBILITIES: HEALTH

Name _____ Date _____

How are the local, state and federal levels of government responsible for health?

Issue	Cancer	Cold	Drugs	Seat Belts
<u>Entity</u> LOCAL				
STATE				
FEDERAL				

GRAPHIC ORGANIZER
MEDIA AND INDIVIDUAL'S RESPONSIBILITY: HEALTH

Name _____ Date _____

PERSONAL, ETHICAL AND HUMANITARIAN RESPONSIBILITIES

How is the media responsible for health? How are you responsible for your health and that of others?

<u>CANCER</u>		<u>COLD</u>		<u>DRUGS</u>		<u>SEAT BELTS</u>	
MEDIA Ethical Journalism	SELF Personal and Social	MEDIA Ethical Journalism	SELF Personal and Social	MEDIA Ethical Journalism	SELF Personal and Social	MEDIA Ethical Journalism	SELF Personal and Social

GRAPHIC ORGANIZER
RESPONSIBILITY TO OTHER AGENCIES

Name _____ Date _____

How is each entity responsible to the other entity for the issue of drugs.

	LOCAL	STATE	NATIONAL	CITIZEN	MEDIA
DRUGS					
LOCAL	X				
STATE		X			
FEDERAL			X		
CITIZEN				X	
MEDIA					X

GRAPHIC ORGANIZER
PROJECT CONTRACT

Describe the proposed project:

Proposed due dates for each part of the project, which must include at least two deadlines prior to the overall due date:

- I will identify tasks that need to be done and initiate action to complete the tasks.
- I agree to keep a complete bibliography of works consulted and works cited.
- I will meet the learning objectives of the unit.
- I will plan, organize, and complete assigned tasks on time, meeting agreed upon standards of quality.
- I will maintain appropriate interactions within the classroom.
- I will consult with the teacher at least _____ times.
- I will participate in class activities when required.
- Other _____

Student's signature

Teacher's signature

Date

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENGLA	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 type="checkbox"/> Continuous Progress for Level and Rate <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input checked="" 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 <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input 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 checked="" 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 type="checkbox"/> Continuous Progress/Level and Rate in Soc Science <input type="checkbox"/> Challenging Soc Science Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc 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	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p>Social Science:</p> <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>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>				
<p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				