

Subject: Political and Economic Issues
Topic: Operation Active Tiger (*Issues Project*)
Standard(s): 1.2, 1.4, 1.5, 1.8, 5.1, 5.2, 5.3, 6.2, 6.3

Daily Understanding

There are many complex issues and policy decisions facing our local and state governments and economies.

Activities & Procedures (all classes)

| Learning Outcomes | Assessment/Eval of SLO's | |
|--|---|--|
| <p><i>Students will:</i></p> <ul style="list-style-type: none"> ⇒ Identify and explain a contemporary issue. ⇒ Collect and evaluate research findings, and recommend a potential solution. ⇒ Demonstrate application by developing a persuasive digital media presentation for a public official that addresses a contemporary issue of their choice. | <p>Diagnostic:</p> <ul style="list-style-type: none"> • Public Official Panel <p>Formative:</p> <ul style="list-style-type: none"> • Benchmarks <ul style="list-style-type: none"> ▪ Topic selection ▪ Research / planning phases of the project (see guidelines) <p>Summative:</p> <ul style="list-style-type: none"> • Final Exhibition and Reflection | <p>Day 1 –</p> <p>Activity I: Introduce project</p> <ul style="list-style-type: none"> - Outline expectations - Explain deadlines and importance procedures for completing assignments on time - Pick groups (see PPT slide with pre-determined group breakdowns per class) - Explain the Public Officials Panel that will come in to “kick-start” the project - Gather student volunteers for panel <p>Activity II: Civic Engagement Survey</p> <p>Homework: Pick group, begin thinking of topic, publish a shared Google Doc among teammates and me.</p> |
| <p>Essential Questions How do our systems of government balance competing interests to create public policy?</p> <p><i>*See Project Guidelines for a list of 10 guiding questions.</i></p> | <p>SPLLED/Accommodations:</p> <ul style="list-style-type: none"> • Preferred seating • Time warnings • Calendar of due dates • Break into manageable chunks • Re-focus • Re-phrase questions • Multiple Intelligences • Principles of learning considerations • Checks for understanding <p>Materials & Resources:</p> <ul style="list-style-type: none"> • Academic <ul style="list-style-type: none"> ○ Project guidelines and rubrics • Concepts <ul style="list-style-type: none"> ○ Project guidelines and rubrics • Issues Project Wiki – includes copies of all materials, due dates, etc. | <hr/> <p>Day 2 – Public Official Panel (2 Sessions)</p> <hr/> <p>Day 3 – Brainstorming / Selecting an Issue</p> <p>Focus: debrief presentations</p> <p>Activity I: Issue Exploration</p> <ul style="list-style-type: none"> - In the computer lab, students will be given time to explore various issues - Students will need to compile a list of their top 3 choices (prioritized) - Topic selections are due by Thursday (2/11) at the latest, and issues will be assigned on a first come, first serve basis <hr/> <p>Days 4 – 6</p> <p>Focus: at the start of each day, students will be given specific instructions based on the upcoming deadlines.</p> <p>Phase 1 – Research Phase 1 – Revisions (revise / improve research based on feedback on Google Doc)</p> |

Activities and Procedures, Cont'd

Day 7: *Pre-Production of Final Artifacts*

Focus: Remind student's that Phase 2 will be due tomorrow.

Activity I: *Pre-Production of Final Artifacts (Presentation Proposal)*

- T:** Prompt students to take out their packets and log into the Google Doc.
- T:** Explain that students should choose a Leader for each component of the final product.
 - S:** Divide roles.
 - S:** Brainstorm each component of the Presentation, and place all information in the Google Doc.
- T:** Monitor student progress, give feedback and suggestions.

Closure: Exit Ticket ~ distribute index cards and have students discuss what they accomplished today, and 1 question they have moving forward with the project.

Day 8: *Production of Final Artifacts*

Focus:

Remind student's that the Introductory Video is due for review on April 28th, and that post submission revisions are allowed and encouraged.

Activity I: *Production of Final Artifacts (Presentation Proposal)*

- T:** Prompt students to take out their packets and log into the Google Doc.
- T:** Explain that with limited computers, students must determine a way to productively work together. At the conclusion of the period, students need to submit an exit ticket detailing what they have accomplished.
- T:** If students identify new research needed, that should be conducted and added to the Google Doc.
 - S:** Work productively
- T:** Monitor student progress, give feedback and suggestions.

Closure: Exit Ticket ~ What was accomplished today (detailed)

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Activities & Procedures (all classes)

| Learning Outcomes | Assessment/Eval of SLO's | |
|---|---|--|
| <p><i>Students will:</i></p> <p>⇒ Demonstrate application by developing a persuasive digital media presentation for a public official that addresses a contemporary issue of their choice, and effectively presenting it to classmates and community members.</p> | <p>Diagnostic:</p> <ul style="list-style-type: none"> Public Official Panel <p>Formative:</p> <ul style="list-style-type: none"> Benchmarks <ul style="list-style-type: none"> Topic selection Research / planning phases of the project (see guidelines) <p>Summative:</p> <ul style="list-style-type: none"> Final Exhibition and Reflection | <p>Issue Project Presentations – Week of May 17th</p> <p><i>Procedures</i></p> <ul style="list-style-type: none"> Each group will turn in EQ Reflection and peer evaluations PRIOR to their presentation. Students will present their issue to the class – including a video, oral presentation component, and literature for distribution. <i>Classmates</i> will watch each presentation and will prepare questions to ask at the conclusion of the presentation. <ul style="list-style-type: none"> Teacher will track student participation. Each student MUST make 1-2 contributions to the debriefing of presentations. <p>Note – public officials will be attending during some class periods. Open up a forum for discussion at the conclusion of the day's scheduled presentations.</p> <p>Note – video tape segments of student presentations if parent form was received.</p> |
| <p>Essential Questions How do our systems of government balance competing interests to create public policy?</p> <p><i>*See Project Guidelines for a list of 10 guiding questions.</i></p> | <p>SPLLED/Accommodations:</p> <ul style="list-style-type: none"> Preferred seating Time warnings Calendar of due dates Break into manageable chunks Re-focus Re-phrase questions Multiple Intelligences Principles of learning considerations Checks for understanding | |
| <p>Materials & Resources:</p> <ul style="list-style-type: none"> Lap top Student videos Grading Rubrics | | |