

Unit title: How Your Voice Matters Reviewed by Kristina Roys
C3 Framework Rubric

Key Shifts in the C3 Framework	Feedback and Suggestions	Instructional Supports	Feedback and Suggestions
<p>The unit:</p> <p><input type="checkbox"/> Craft Questions that Spark and Sustain an Inquiry: Promotes the creation of compelling and supporting questions that represent academic content based on problems and issues in and across the social studies discipline.</p> <p><input type="checkbox"/> Cultivate and Nurture Collaborative Civic Spaces: Promotes the importance of collaboration as a key element of civic life.</p> <p><input type="checkbox"/> Integrate Content and Skills Purposefully: Provides appropriate and relevant content to ground students in the discipline of social studies, but provides a balance so that skills become the delivery vehicle for that content.</p> <p><input type="checkbox"/> Promote Literacy Practices and Outcomes: Promotes inquiry through a lens of disciplinary literacy.</p> <p><input type="checkbox"/> Provide Tangible Opportunities for Taking Informed Action: Promotes provides opportunities for students to communicate the results of their inquiries and in the cases where appropriate, take informed action.</p>	<p>Strong compelling questions with clear supporting questions</p> <p>Yes, students create a PSA. You may want to specify an audience like the PTA or parent groups</p>	<p>The unit:</p> <p><input type="checkbox"/> Interest and Engagement: Builds student interest and engagement in social studies through reading, writing, and speaking about a variety of texts.</p> <p><input type="checkbox"/> Scaffolding: Provides appropriate scaffolding (e.g. graphic organizers, close reading strategies, discussion questions etc.) that will allow all students to productively struggle, yet directly experience the complexity of the text.</p> <p><input type="checkbox"/> Instructional Strategies: Utilizes a variety of instructional strategies to accommodate all learning modalities.</p> <p><input type="checkbox"/> Instructional Practices: Promotes thinking, reading, writing, speaking, listening, and viewing like scholars in the field of social studies. (i.e., use of primary sources, questioning, etc.)</p> <p><input type="checkbox"/> Differentiation: Is differentiated to meet the needs of all students.</p> <p><input type="checkbox"/> Technology: Uses technology and media to deepen learning.</p>	<p>Yes, students are given choice in final product's mode of presentation</p> <p>Students annotate text and complete a graphic organizer</p> <p>May want to include the duration of the unit</p> <p>Students independently write and share writing. Students also collaborate in groups</p> <p>Students create own PSA script. May want to provide sentence stems or topic focus for PSA, or assign on the supplemental questions to be answered</p> <p>Students work in groups for collaboration.</p> <p>Yes, students view website articles and sample PSA</p>

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Key Shifts in Common Core	Feedback and Suggestions	Assessment	Feedback and Suggestions
<p>The unit:</p> <p><input type="checkbox"/> Increase in Text Complexity: Promotes the reading of complex texts drawn from the grade-level band in order to deepen understanding of big ideas in social studies.</p> <p><input type="checkbox"/> Academic Vocabulary: Promotes an emphasis on building academic vocabulary through a social studies content lens.</p> <p><input type="checkbox"/> Balancing Informational and Literary Text: Promotes the use of informational text.</p> <p><input type="checkbox"/> Focus on Disciplinary Literacy: Promotes the building of knowledge through text.</p> <p><input type="checkbox"/> Evaluating Sources and Using Evidence: Promotes drawing evidence from texts to demonstrate clear and coherent writing, speaking, and listening skills that encourage construction and evaluation of arguments and the development of informed action.</p> <p><input type="checkbox"/> Writing from Sources: Promotes writing that emphasizes the use of evidence from sources to inform or make an argument.</p>	<p>Students look at primary documents</p> <p>No</p> <p>Students use primary source documents to answer unit questions. Many useful websites are provided</p> <p>Yes</p> <p>Yes, various text and websites are used</p> <p>Somewhat if students include this information in the PSA.</p>	<p>The unit:</p> <p><input type="checkbox"/> Modes of Assessment: Uses varied modes of assessment, including a range of pre, formative, summative and self-assessment measures.</p> <p><input type="checkbox"/> Assessment Guidelines: Includes assessment guidelines that provide sufficient guidance for interpreting student performance (i.e. rubrics, checklists, observation protocols, etc.)</p> <p><input type="checkbox"/> Communicating Conclusions and Taking Informed Action: Promotion of communicating conclusions and/or taking informed action is present.</p>	<p>Yes--there is a rubric provided and student do exit tickets</p> <p>Rubrics and descriptors provided</p> <p>Yes, students create a PSA</p>

How can you ensure your voice is heard?		
	Day 4	60 minutes
Learning Objective	Students will be able to share the message of their PSA and the method through which it will be communicated.	
Introduction	Tell students that today they will continue to work on their PSA project. Ask if there are any questions for the good of the class before sending them to work.	5 minutes
Evaluation of Sources	Students will need to continue working on their project with the teacher providing feedback and helping overcome challenges.	45 minutes
	Students need to decide the format their PSA will be written in before the end of the period.	
Closing	Pair student groups and have them share what they will present and how they will communicate their message.	10 minutes
	If time permits, have groups share with the whole class.	

How can you ensure your voice is heard?		
	Day 5-6	60 minutes each
Learning Objective	Students will be able to assess their progress in creating their summative project.	
Introduction	Review expectations: By the end of the period, students will have a script completed and being their PSA.	10 minutes
	Students set goals for the day that are to be reviewed at the end of the period.	
Evaluation of Sources	Students work on completing their PSA	40 minutes
Closing	Students will self-assess: <ul style="list-style-type: none"> • 4 if students completed all their goals for the day • 3 if students complete 75% of goals • 2 if students completed 50% of goals • 1 if students completed fewer than 50% of their goals. 	10 minutes
	Use students' self-assessment to check in for the following day.	

Why do all people matter in government?		
	Day 7	60 minutes
Introduction	Ensure all technical needs for the day' presentations are set up and ready to go.	10 minutes
Summative Performance Task	Students present PSAs to class <ul style="list-style-type: none"> • Students should state their focus: Census or Voting • Students should discuss their findings and share why they created their specific PSA • Students watching and listening can note down what they love about each PSA presented • Share positive feedback as a class 	50 minutes