

**WASHINGTON
STATE
SOCIAL STUDIES**
Classroom-Based Assessment
**CONSTITUTIONAL
ISSUES**

Technology Integration Guide, Grade 8

ISTE NETS for Students

1. Creativity & Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. created original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication & Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and /or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternate solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrates personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Technology EALRs

- 1.1.5 The student will demonstrate the ability to use a computer keyboard as an input device.
- 3.0 Students use a variety of technology tools both independently and collaboratively to enhance learning, create products, and increase productivity.
- 3.1 Students create, produce, and synthesize ideas in a variety of forms.
- 3.1.1 The students will use various devices to create a product.
- 3.1.2 The student uses technology to enhance the writing process.
- 3.1.3 Students will demonstrate skills in: Keyboarding - Word Processing – Publishing Skills, Multimedia Skills - Presentation Skills, Spreadsheet Skills, Graphics Skills, Internet Skills
- 3.1.4 The students will use a various software programs to create a product.
- 3.2 Students use a variety of tools to produce quality products with efficiency.
- 4.0 Technology Communication Tools: Students will use technology devices to interact with a variety of audiences while effectively communicating their ideas.
- 4.2 Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 4.2.1 Students will create, revise, edit, and publish a final product using technology.
- 4.2.2 Students will use technology to communicate ideas clearly and effectively.
- 5.0 Technology Research Tools: Students use information resources and technology appropriate to specific tasks.
- 5.1 Students will use appropriate technology to locate, collect, organize, and evaluate information from a variety of
- 5.1.1 Students demonstrate the ability to effectively and efficiently locate information using technology.
- 5.1.2 Students use technology to organize information.
- 5.1.3 Students will evaluate and critique the quality and credibility of electronic information.
- 5.1.4 Students select appropriate resources to accomplish specific tasks.
- 5.1.5 Students use technology to collect information auditorally and visually
- 5.2 Students will effectively transform acquired information into a useful and meaningful format.
- 6.0 Technology problem solving and decision making tools: Students use technology resources for problem solving, developing strategies, and making informed decisions.
- 6.1 Students use technology resources to develop problem solving strategies.
- 6.2 Students select and use appropriate technology resources independently and collaboratively for problem solving.
- 6.3 Students select and use appropriate technology to help make informed and justifiable decisions.

Technology Tiers for Teachers

- Tier I: Teacher Focus on Productivity
This tier focuses on the teacher using technology to get their job done.
- Tier II: Instructional Presentation and Student Productivity
This tier involves teacher facilitation of large group learning activities and student productivity use of technology.
- Tier III: Powerful Student-Centered 21st Century Learning Environment
This tier promotes students to be actively engaged in using technology in individual and collaborative learning activities.

Student Performance Steps	Teacher Instructional Steps	<i>Technology Integration</i>
<ul style="list-style-type: none"> • <i>Select a controversial national or international issue relating to our democratic ideals (liberty, justice, equality, life, common good, rule by law, pursuit of happiness, diversity, popular sovereignty).</i> 	<ul style="list-style-type: none"> • Select and teach activities designed to introduce students to constitutional issues and how they are a part of our democratic society. This is an introduction to civic involvement. Different issues should be used for the final assessment. See Resource List for possible sources. • Review the purpose of the performance. Explain the relationship of this assessment to Civics EALRs and vocabulary: 1.2 (democratic ideals); 1.3 (citizen participation); and 4.2 (civic discussion). Describe how these relate to the foundational documents and the construction of a democratic republic. • Review vocabulary such as controversial issue, stakeholders and perspectives, and EALRS. • Review the New Reading GLEs 1.3.2, 1.4.3, 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.1, 2.2.2, 2.2.4, 2.3.1, 2.3.2, 2.3.4, 2.4.1 – 2.4.7, 3.1.1, 3.2.2, 4.2.1. (See http://www.k12.wa.us/ealrs/GradeLevelSearch.aspx) • Teachers may select one constitutional issue for all students OR present a list of appropriate issues from which students may choose. 	<ul style="list-style-type: none"> • Document camera (II) OR • Inspiration (II) – facilitate discussion
<ul style="list-style-type: none"> • <i>Identify and gather information on the different viewpoints on the issue.</i> 	<ul style="list-style-type: none"> • Give students practice taking different perspectives on a familiar issue. Have students do self and peer evaluation. • Review how to select and evaluate primary and secondary sources to investigate issues and questions. • Give students guidance in locating web sites and other sources related to their topics (consider laws, court decisions, foundational documents, treaties etc.) • Lead a brainstorm to identify likely stakeholders for the issues to be researched; give students time to locate information regarding stakeholders and the issue. • Model or show expectations for note-taking, paraphrasing, summarizing source information, and organizing data. • Delineate specific expectations for numbers and types of sources and demonstrate formats for citation and documentation. 	<ul style="list-style-type: none"> • Online survey tool (III) • SWIFT (I) – provide online resources • Inspiration (II) – note-taking strategies worksheet • Inspiration – graphic organizers (I)
<ul style="list-style-type: none"> • <i>Identify connections between these points of view and our democratic ideals as outlined in the foundational documents.</i> 	<ul style="list-style-type: none"> • Collect background information from a variety of sources (e.g., textbook, Internet, videos, articles, newspapers, etc.) on various public controversial issues. This may be with student help. • Give students the guidelines for sharing various points of view (forum, hearing, discussion) including procedures and use of Group Process/Civic Discourse rubric. • Select a variety of activities to reinforce background knowledge on these issues. • Review how to select primary and secondary sources to investigate issues and questions. • Explain purpose and demonstrate documentation of resources (e.g., format for a bibliography). • Explain specific expectations for numbers and types of sources and demonstrate formats for bibliography. 	<ul style="list-style-type: none"> • SWIFT discussion board (III) – background information • Library Resources <ul style="list-style-type: none"> - Opposing Viewpoints - ProQuest - AP Images

Student Performance Steps	Teacher Instructional Steps
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<ul style="list-style-type: none"> Analyze how the Constitution relates to these people’s rights and responsibilities. 	<ul style="list-style-type: none"> Demonstrate how to organize multiple perspectives using mind mapping or graphic organizers.
<ul style="list-style-type: none"> Summarize the various positions and then civilly critique those positions in a public forum 	<ul style="list-style-type: none"> Explain the expectations for the forum: <ul style="list-style-type: none"> Voice original ideas Cite foundational documents (Declaration of Independence, Constitution, Federalist Papers, etc.) and other pertinent documents (court decisions, Magna Carta, Letters from Birmingham jail, etc.) to support their arguments. Demonstrate content knowledge. Persuade an audience. Listen critically and build on the ideas of others. Ask clarifying questions. Challenge the statements of other. Negotiate and compromise. Have students who are not actively participating in that particular forum evaluate the quality of discussion, the civility of the participants, the relationship of arguments to democratic key ideals, and the relationship of arguments to relevant laws, court decisions, government policies, treaties, and historical cases.

FOR THE FOLLOWING SECTION, COLLECT YOUR STUDENTS’ WORK AND RETURN IT TO OSPI

<ul style="list-style-type: none"> Form your own analysis of how to resolve the issue in a way that takes into account the various points of view and addresses individual rights with the common good. Write a personal position paper on the issue and argue that the position is worthy of thoughtful consideration using evidence and data from the research. 	<ul style="list-style-type: none"> Select (or allow students to select) the written format (e.g., letter, editorial, essay) students may use in presenting their positions. Review the appropriate Writing EALRs and supporting documents at www.k12.wa.us/CurriculumInstruct/Writing. Review characteristics of persuasive writing using the Persuasive Writing rubric. Give students opportunities to draft their written piece, evaluate it using the persuasive writing rubric, and revise their writing as needed. Have students write their final persuasive position paper in class in the student response booklet provided.
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POSSIBLE EXTENSION ACTIVITIES

- Present position in the forum of a school town meeting, mock congressional hearing, etc.
- Host an issues night, where each student makes their proposal to members of the community.
- Students who choose a relatively recent issue may interview people who have personally experienced this problem/issue and create an oral history to corroborate or supplement their findings.
- Students who choose a current problem/issue may write to the United Nations Amnesty International or a relevant nonprofit organization to share their analysis and solution.
- Students who choose a problem/issue from the past may locate an expert (e.g., historian, political scientist) and share their ideas via an email exchange.

Technology Integration

- Inspiration (III)** – computer lab activity
- Document camera (III), OR PowerPoint Presentation (III)**
- Inspiration (I)** – handout for organizing group ideas
- Excel (I)** – teacher organizes rubric data by group
- Document camera (II)** – show examples and non-examples
- PowerPoint Presentations (III)** w/ possible embedded video of interviews.
- Video documentary (III)**
- SWIFT discussion board (III)** – “blog” of forum-ready ideas

CONSTITUTIONAL ISSUES

Suggested Resource List

Specific Links: (These groups are working to create materials that will help you with this specific CBA.)

- **Washington State Archives**

The Washington State Archives have compiled a short list of issues that can be researched, analyzed, and debated using resources in Washington State (see below). For more information on these topics, you will soon be able to go to OSPI's Social Studies web page (<http://www.k12.wa.us/curriculumInstruct/SocStudies/default.aspx>) and download the appropriate Washington State Archives' Topic Guide: Campus Protests and the Counterculture, The Canwell Committee, The Centralia Massacre, Dams on the Columbia River, The Everett Massacre, The Firing of Jean Schuddakopf, The Goldmark Trial, The Hanford Reservation, Homelessness, Hunger March In Olympia, Indian Treaties, Initiative and Referendum, Irrigation and Agriculture, Japanese Internment in World War II, Metro: What is the Proper Role for Regional Government?, Missionaries on the Pacific Northwest Frontier, Public Housing Authorities, Louise Oliveriau: Anti-War Activist or Traitor?, The Seattle General Strike, Urban Renewal, Women Get the Right to Vote, World Trade Organization Meeting in Seattle.

- **TVW**

TVW's Education Zone website has information on how to gain access to videos that feature debates on current public issues, such as one on the initiative process. Go to <http://www.tvw.org/education/index.cfm?CFID=250094&CFTOKEN=68568007> In addition, you can find relevant videos at <http://www.tvw.org/education/zoneplayer>.

- **Facing the Future**

(<http://www.teacherscorner.org>). FTF's free curriculum addresses several controversial issues such as population growth, sustainable development, economic equity, gender equity, and globalization.

General Resource List

(Note: This list is not meant to be comprehensive. It is merely a sample of the resources you may want to examine.)

- We The People and Project Citizen: <http://www.civiced.org>
- Library of Congress: <http://www.loc.gov>
- The U.S. Constitution: The Constitution: http://www.archives.gov/national_archives_experience/constitution.html
- Learn and Serve Washington: <http://www.k12.wa.us/TitleVpartA/LearnServe/resources.aspx>
- Washington State Legislature: <http://www.leg.wa.gov/common/kids/default.htm>
- YouthCourt
- YMCA's Youth in Government Program
- League of Women Voters Guides: <http://www.lwwa.org/edfund/projects.html>
- Washington's Secretary of State — Voter Outreach Through Education (VOTE): <http://www.vote.wa.gov/outreach>
- Constitutional Rights Foundation: <http://www.crf-usa.org/>
- Close Up Foundation: <http://www.closeup.org/>
- National Issues Forum: <http://www.nifi.org>
- Landmark Supreme Court Cases: <http://www.landmarkcases.org>