

# **FRESHMAN LIBRARY, COMPUTER, AND INFORMATION LITERACY ORIENTATION 2008**

**COURSE DESCRIPTION:** This two-day orientation course is intended to introduce ninth-graders to all the resources available at or through the media center. Instruction will run concurrently through freshman English classes. Students will receive a brief overview of the library, its layout, and print and non-print resources. Through the course, students will use search engines, electronic databases, and Web sites. They will be shown that information sometimes can be found quickly and more accurately than using the Google search engine.

In order to maximize learning outcomes, the course will revolve around a project assigned by English teachers to ensure students apply specific skills they are taught during the course. Students will keyboard and gather accurate information on Web sites and electronic databases to meet project requirements. This hands-on approach allows students to actively practice skills they are learning.

This approach allows vast opportunity to meet the NJTLCCCS. Depending on the demands and creativity of the assignment, student will have the chance to learn and apply many technological skills.

## **CORE CURRICULUM CONTENT STANDARDS:**

### **8. Technological Literacy**

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

#### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

##### **A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.

4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

## **B. Application of Productivity Tools**

### **Social Aspects**

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

### **Information Access and Research**

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

### **Problem Solving and Decision Making**

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

## **CUMULATIVE PROGRESS INDICATORS:**

### **Strand and Cumulative Progress Indicator**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

### **A. Basic Computer Skills and Tools**

- **Keyboarding**
- **Word processing**
- **Internet usage**
- **Spreadsheets**
- **Database concepts and usage**
- **Publications and presentations**

### **SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Use appropriate Web sites and electronic databases to conduct accurate research. (TL 8.1A1, TL 8.1B3, TL8.1B7)
2. Visit [www.thedogisland.com](http://www.thedogisland.com) so students know wrong information is deliberately posted on the Internet for a variety of purposes. (TL 8.1B3; TL8.1B7)
3. Create a resume of a fictional or nonfictional character. (TL 8.1A2)
4. Investigate the definition of plagiarism by using online dictionaries and using [www.citationmachine.net](http://www.citationmachine.net) to create MLA citations easily. Discussion will include consequences of what happens when students plagiarize in high school and college. (8.1B2)
5. Create a digital story including graphics, narration, and/or music to summarize a story or idea. (TL 8.1A5)
6. Create a PowerPoint presentation that synthesizes major ideas, characterization, and/or literary devices in fiction or nonfiction. (TL 8.1A5)

### **INSTRUCTIONAL STRATEGIES:**

This course will be taught through the use of computers, software, the Internet, audio systems and other available classroom technology. The course is based entirely on the NJCCS for Technology Literacy.

Students will be required to work alone, in small groups and as a class. They will be responsible for many diverse projects that will be aligned with other NJCCCS subjects.

Using computer applications and technology tools, students will conduct research, assess technology, analyze data sources and produce presentations in conjunction with language arts standards. The course will prepare them to be educated consumers of technology both in the workplace and at home. In addition, they will develop skills for lifelong learning through the application of summary, organization, location, analysis, synthesis and evaluation.

**EVALUATION/ASSESSMENT OF STUDENTS:** The English project will include technological literacy elements in its rubric.

**EVALUATION/ASSESSMENT OF CURRICULUM:**

Students will complete a multiple-choice test to assess their knowledge of the skills outlined in the curriculum.

This course of student will be evaluated by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

**RESOURCES/BIBLIOGRAPHY:**

"Curriculum and Instruction." Academic and Professional Standards. New Jersey Department of Education. 6 Aug 2008 <[http://education.state.nj.us/cccs/?\\_cpi;cpi\\_uid=6.2.12.A.3](http://education.state.nj.us/cccs/?_cpi;cpi_uid=6.2.12.A.3)>.

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"The New Jersey Technological Assessment for Proficiency and Integration." New Jersey Department of Education. 6 Aug 2008  
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"2004 New Jersey Core Curriculum Content Standards." New Jersey Core Curriculum Standards for Technological Literacy. New Jersey Department of Education. 6 Aug 2008  
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# **SOPHOMORE LIBRARY, COMPUTER, AND INFORMATION LITERACY SKILLS 2008**

**COURSE DESCRIPTION:** This course is intended to expand library, computer, and information literacy skills for 10<sup>th</sup>-grade students. Instruction will coincide with an assigned English project to ensure students apply specific skills they are taught during the course.

The course will begin with a pretest to assess every student's knowledge of library, computer, and information literacy skills. Then instruction will be differentiated as much as possible so that every student completes the course with knowledge equal to their peers.

The course will focus heavily on research methods to complement education in all other content areas. Students will actively use print and non-print media to gather data. They will share their assessments about research methods with their peers. The course will be anchored to an assignment given by their English so students have a specific focus.

## **CORE CURRICULUM CONTENT STANDARDS:**

### **8. Technological Literacy**

STANDARD 8.1 (Computer and information literacy ) All students will use computer applications to gather and organize information and to solve problems.

#### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.

8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

## **B. Application of Productivity Tools**

### **Social Aspects**

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

### **Information Access and Research**

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

### **Problem Solving and Decision Making**

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

## **CUMULATIVE PROGRESS INDICATORS:**

### **Strand and Cumulative Progress Indicator**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **A. Basic Computer Skills and Tools**

- **Keyboarding**
- **Word processing**
- **Internet usage**
- **Spreadsheets**
- **Database concepts and usage**
- **Publications and presentations**

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Use appropriate Web sites and electronic databases to conduct accurate research. (TL 8.1A1, TL 8.1B3, TL8.1B7)
2. Gather and compare information on Wikipedia with information found in print sources and on other electronic databases. (TL8.1B5-7, TL8.1B10-11)
3. Distinguish hosts of different Web sites and if their information is biased or unbiased, accurate or inaccurate. (TL8.1B5-7, TL8.1B10-11)
4. Investigate why different search engines, such as Google, Clusty, or Yahoo yield different results and how it affects research. (TL8.1B5-7, TL8.1B10-11)
5. Apply the correct nomenclature in describing technology and computers. (TL8.1B5-8)

**INSTRUCTIONAL STRATEGIES:**

This course will be taught through the use of computers, software, the Internet, audio systems and other available classroom technology. The course is based entirely on the NJCCS for Technology Literacy.

Students will be required to work alone, in small groups and as a class. They will be responsible for many diverse projects that will be aligned with other NJCCCS subjects.

Using computer applications and technology tools, students will conduct research, assess technology, analyze data sources and produce presentations in conjunction with language arts standards. The course will prepare them to be educated consumers of technology both in the workplace and at home. In addition, they will develop skills for lifelong learning through the application of summary, organization, location, analysis, synthesis and evaluation.

**EVALUATION/ASSESSMENT OF STUDENTS:**

The English project will include technological literacy elements in its rubric.

**EVALUATION/ASSESSMENT OF CURRICULUM:**

This course of student will be evaluated by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

**RESOURCES/BIBLIOGRAPHY:**

"Curriculum and Instruction." Academic and Professional Standards. New Jersey Department of Education. 6 Aug 2008 <[http://education.state.nj.us/cccs/?\\_cpi;cpi\\_uid=6.2.12.A.3](http://education.state.nj.us/cccs/?_cpi;cpi_uid=6.2.12.A.3)>.

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"The New Jersey Technological Assessment for Proficiency and Integration." New Jersey Department of Education. 6 Aug 2008  
<[http://www.state.nj.us/education/techno/techlit/tapin/1b\\_summary.htm](http://www.state.nj.us/education/techno/techlit/tapin/1b_summary.htm)>.

"2004 New Jersey Core Curriculum Content Standards." New Jersey Core Curriculum Standards for Technological Literacy. New Jersey Department of Education. 6 Aug 2008  
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# **JUNIOR LIBRARY, COMPUTER, AND INFORMATION LITERACY SKILLS 2008**

**COURSE DESCRIPTION:** This course is intended to augment and extend library, computer, and information literacy skills for 11<sup>th</sup>-grade students. Instruction will coincide with an assigned English project to ensure students apply specific skills they are taught during the course.

The course will focus on using emerging technologies to conduct research and applying a variety of computer skills to produce a written or multi-media project that highlights their computer and information literacy mastery. Students will actively use print and non-print media to gather and synthesize data. The course will be anchored to an assignment given by their English so students have a specific focus.

## **CORE CURRICULUM CONTENT STANDARDS:**

### **8. Technological Literacy**

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

#### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.

9. Merge information from one document to another.

## **B. Application of Productivity Tools**

### **Social Aspects**

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

### **Information Access and Research**

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

### **Problem Solving and Decision Making**

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

## **CUMULATIVE PROGRESS INDICATORS:**

### **Strand and Cumulative Progress Indicator**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **A. Basic Computer Skills and Tools**

- **Keyboarding**
- **Word processing**

- **Internet usage**
- **Spreadsheets**
- **Database concepts and usage**
- **Publications and presentations**

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Using word processing computer tools and other applications to help students organize research for a research paper. (TL8.1A1, TL8.1A8, TL8.2B2-4)
2. Writing, editing, formatting and printing a multi-page document that includes MLA citations. (TL8.1A1, TL8.1A8, TL8.2B2-4)
3. Creating a multi-media project that complies with requirements of student's assigned English project. (TL8.1A5, TL8.2B2-4)

**INSTRUCTIONAL STRATEGIES:**

This course will be taught through the use of computers, software, the Internet, audio systems and other available classroom technology. The course is based entirely on the NJCCS for Technology Literacy.

Students will be required to work alone, in small groups and as a class. They will be responsible for many diverse projects that will be aligned with other NJCCCS subjects.

Using computer applications and technology tools, students will conduct research, assess technology, analyze data sources and produce presentations in conjunction with language arts standards. The course will prepare them to be educated consumers of technology both in the workplace and at home. In addition, they will develop skills for lifelong learning through the application of summary, organization, location, analysis, synthesis and evaluation.

**EVALUATION/ASSESSMENT OF STUDENTS:**

The English project will include technological literacy elements in its rubric.

**EVALUATION/ASSESSMENT OF CURRICULUM:**

This course of student will be evaluated by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

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# **SENIOR LIBRARY, COMPUTER, AND INFORMATION LITERACY SKILLS 2008**

**COURSE DESCRIPTION:** This course will encompass a multitude of computer and technological skills that students can use to pursue their future goals at home, in college, and in the workplace. It will center around creating multi-page documents or multi-media projects that encompass the breadth of skills students have mastered during their K-12 career. The course will be based on an assigned English project intended to help students advance their futures. Students will apply skills that will assist them in college or job placement.

## **CORE CURRICULUM CONTENT STANDARDS:**

### **8. Technological Literacy**

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

#### **Strands and Cumulative Progress Indicators**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

##### **A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

##### **B. Application of Productivity Tools**

## **Social Aspects**

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

## **Information Access and Research**

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

## **Problem Solving and Decision Making**

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

## **CUMULATIVE PROGRESS INDICATORS:**

### **Strand and Cumulative Progress Indicator**

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

#### **A. Basic Computer Skills and Tools**

- **Keyboarding**
- **Word processing**
- **Internet usage**
- **Spreadsheets**
- **Database concepts and usage**

- **Publications and presentations**

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Write, edit, format, and proofread a cover letter, resume, and thank you note. (TL8.1A1-2, TL 8.1A8-9 TL8,1B1-4)
2. Create a multi-media presentation that highlights their accomplishments that could be submitted to colleges or potential employers. (TL8.1A5, TL8.1A8-9, TL8.1B3)
3. Create an electronic scrapbook of their high school years. (TL8.1A5, TL8.1A8-9, TL8.1B3)
4. Build a personal Web site for employers and college officials to view. (TL8.1A5, TL8.1A7-9, TL8.1B4, TL8.1B1-4, TL8.1B6)
5. Identify a community, regional, state, national, or global problem and create a presentation or project that describes the issues, suggests solutions, and seeks public awareness and support. The project could be posted on the Web or burned onto DVD and submitted to interested parties. (TL8.1A1, TL8.1A3-9, TL8.1B1-12)

**INSTRUCTIONAL STRATEGIES:**

This course will be taught through the use of computers, software, the Internet, digital cameras, audio systems and other available classroom technology. The course is based entirely on the NJCCS for Technology Literacy.

Students will be required to work alone, in small groups and as a class. They will be responsible for many diverse projects that will be aligned with other NJCCCS subjects.

Using computer applications and technology tools, students will conduct research, assess technology, analyze data sources and produce presentations in conjunction with language arts standards. The course will prepare them to be educated consumers of technology both in the workplace and at home. In addition, they will develop skills for lifelong learning through the application of summary, organization, location, analysis, synthesis and evaluation.

**EVALUATION/ASSESSMENT OF STUDENTS:**

The English project will include technological literacy elements in its rubric.

**EVALUATION/ASSESSMENT OF CURRICULUM:**

This course of student will be evaluated by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

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<p><b>Title:</b> <i>In Our Own Backyard</i></p> <p><b>Content Area:</b> Technological Literacy/Social Studies</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Author Information</b></p> <p><b>Name:</b> <b>Greg Farley</b></p> <p><b>School:</b> Orange High School</p> <p><b>District:</b> City of Orange</p> <p><b>County:</b> Essex</p>
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<p><b>Student Learning Objectives:</b>  <u>Students will be able to:</u></p> <ol style="list-style-type: none"> <li>1. Identify a social or political problem and corresponding level of government.</li> <li>2. Research and propose solutions to a social or political problem to achieve active, democratic participation.</li> <li>3. Communicate via email with various government leaders and specialists in given fields.</li> <li>4. Develop an action plan and solution to a social or political problem via a multimedia presentation.</li> <li>5. Develop and apply the necessary skills to critique oneself and others.</li> </ol>	<p><b>NJ Core Curriculum Content Standards</b></p> <table border="1"> <thead> <tr> <th>Content Area</th> <th>Standard</th> <th>Grade</th> <th>Strand</th> <th>CPI</th> </tr> </thead> <tbody> <tr> <td>Social Studies</td> <td>6.2</td> <td>11-12</td> <td>A</td> <td>3,5</td> </tr> <tr> <td>Social Studies</td> <td>6.2</td> <td>11-12</td> <td>D</td> <td>1, 5</td> </tr> <tr> <td>Language Arts Literacy</td> <td>3.3</td> <td>11-12</td> <td>A</td> <td>1,2,3</td> </tr> <tr> <td>Language Arts Literacy</td> <td>3.3</td> <td>11-12</td> <td>C</td> <td>1,2</td> </tr> <tr> <td>Language Arts Literacy</td> <td>3.3</td> <td>11-12</td> <td>D</td> <td>2,3,4,5, 6</td> </tr> <tr> <td>Technological Literacy</td> <td>8.1</td> <td>9-12</td> <td>A</td> <td>1,5,9</td> </tr> <tr> <td>Technological Literacy</td> <td>8.1</td> <td>9-12</td> <td>B</td> <td>5, 6,7, 8, 12</td> </tr> </tbody> </table>	Content Area	Standard	Grade	Strand	CPI	Social Studies	6.2	11-12	A	3,5	Social Studies	6.2	11-12	D	1, 5	Language Arts Literacy	3.3	11-12	A	1,2,3	Language Arts Literacy	3.3	11-12	C	1,2	Language Arts Literacy	3.3	11-12	D	2,3,4,5, 6	Technological Literacy	8.1	9-12	A	1,5,9	Technological Literacy	8.1	9-12	B	5, 6,7, 8, 12
Content Area	Standard	Grade	Strand	CPI																																					
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Language Arts Literacy	3.3	11-12	A	1,2,3																																					
Language Arts Literacy	3.3	11-12	C	1,2																																					
Language Arts Literacy	3.3	11-12	D	2,3,4,5, 6																																					
Technological Literacy	8.1	9-12	A	1,5,9																																					
Technological Literacy	8.1	9-12	B	5, 6,7, 8, 12																																					

**Purpose and Overview:**

Students will be presented with a practical guide to citizens' rights and how to use those rights in a constructive and responsible manner. Students will research a local/state level problem and propose solutions to those officials in the appropriate level of government. Students will utilize technology to research their problem, contact appropriate people, and present their findings to peers.

### **Instructional Activity:**

1. Teacher will lead class discussion pertaining to identifying and analyzing the roles of democratic citizenship in the United States. (See additional information for articles and helpful websites).
2. Students will use the Internet and newspapers to identify a local or state (social or political) problem and its corresponding level of government.
3. Next, students will write a formal project proposal using word processing software, and present a formal project proposal to the class. These students will use the Internet to research their proposed problem and possible solutions, including an action plan.
4. Students should write to government officials and/or other individuals via email to further conduct their research.
5. Students will utilize their research in preparing a multimedia PowerPoint presentation that states the problem, action plan, and viable solutions.
6. Students will critically assess the information in their presentation, as well as the information of peers.

### **Assessment Strategies:**

#### **Project Proposal Selection Criteria**

**PROJECT TITLE :**

**GOAL:**

**In what way does the proposal address the identified problem?**

**What resources are necessary to implement the project proposal?**

**In what ways does the project involve different sectors of the community?**

## Developing an Action Plan: Scoring Rubric

1 = Poor    2 = Fair    3 = Average    4= Above Average    5=Excellent

	SCORE	NOTES
<b>COMPLETENESS</b>		

<b>DOCUMENTATION SECTION</b>		
<ul style="list-style-type: none"> <li>• Adequate</li> <li>• Credible</li> </ul>		
<b>TOTAL SCORE</b>		

**PowerPoint Rubric :** <http://www.uwstout.edu/soe/profdev/pptrubric.html>

**NJ Writing Rubric:**

<http://www.njpep.org/assessment/TestSpecs/LangArts/Scoring/RubricsNJwritingHolistic.html>

**Additional Information:**

**Civil Rights Foundation:** [www.crf-usa.org](http://www.crf-usa.org)

**Civnet:** [www.civnet.org](http://www.civnet.org)

**Center for Civic Education:** [www.civiced.org](http://www.civiced.org)

**Close Up Foundation:** [www.closeup.org](http://www.closeup.org)

**National Youth Leadership:** [www.nylc.org](http://www.nylc.org)

**Justice Learning:** [www.justicelearning.org](http://www.justicelearning.org)