SS.CV.1.6-8 Standards | Assessment

SS.CV.1.6-8LC. Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).
SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people’s lives.
SS.CV.1.6-8.MC. Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media
SS.CV.2.9-12. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.

USE THE ‘HOW TO’ VIDEO AS A STEP BY STEP GUIDE THROUGH THIS PROCESS!

Students will earn Step 2 credit by establishing a baseline of their existing knowledge of the standards and then increase their credit by demonstrating learning related to the standards. Credit will be determined by student growth (learning), not level of mastery.

Scoring:
55 – 59: Working on/completed Step 2 (59/F+)
65 – 79: Working on/completed Step 4 (79/C+)
85 – 99: Working on/completed Step 6 (99/A+)
105+: Working on/completed Step 7 (Extra Credit)

Step 1)
Baseline establishment—WHAT DO YOU ALREADY KNOW? Demonstrate your understanding of each depth until you reach content that is too hard, then meet with me – DO NOT DO RESEARCH FOR STEP 1. The overall goal is not to finish depth three, it is to go deeper from where you begin – LEARNING, not depth, WILL DETERMINE YOUR GRADE.

Depth 1) Identify the following citizen roles:
voters (provide an example to demonstrate your understanding)
jurors (provide an example to demonstrate your understanding)
taxpayers (provide an example to demonstrate your understanding)
military (provide an example to demonstrate your understanding)
protesters (provide an example to demonstrate your understanding)
office holders (provide an example to demonstrate your understanding)

Depth 2) Describe the roles of the following organizations in shaping people’s lives:
political (provide an example to demonstrate your understanding)
civil (provide an example to demonstrate your understanding)
economic (provide an example to demonstrate your understanding)

Depth 3) Evaluate the powers and responsibilities of:
citizens (provide an example to demonstrate your understanding)
political parties (provide an example to demonstrate your understanding)
interest groups (provide an example to demonstrate your understanding)
the media. (provide an example to demonstrate your understanding)

Depth 4) Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
Baseline Understanding – DO NOT RESEARCH – JUST RECORD WHAT YOU KNOW AND SHARE WITH ME WHEN YOU REACH ITEMS YOU DON’T KNOW ABOUT

**Depth 1)** IF YOU CAN, identify the following citizen roles (IF YOU CAN’T, STOP AND SEE ME):
- voters (provide an example to demonstrate your understanding)
- jurors (provide an example to demonstrate your understanding)
- taxpayers (provide an example to demonstrate your understanding)
- military (provide an example to demonstrate your understanding)
- protesters (provide an example to demonstrate your understanding)
- office holders (provide an example to demonstrate your understanding)

**Depth 2)** IF YOU CAN, describe the roles of the following organizations in shaping people’s lives (IF YOU CAN’T, STOP AND SEE ME):
- political (provide an example to demonstrate your understanding)
- civil (provide an example to demonstrate your understanding)
- economic (provide an example to demonstrate your understanding)

**Depth 3)** IF YOU CAN, evaluate the powers and responsibilities of (IF YOU CAN’T, STOP AND SEE ME):
- citizens (provide an example to demonstrate your understanding)
- political parties (provide an example to demonstrate your understanding)
- interest groups (provide an example to demonstrate your understanding)
- the media. (provide an example to demonstrate your understanding)

**STEP 2) (completed = 59/F+)**
Meet with me to share your responses to the depth(s) you understood and we will establish a baseline and as well as items for exploration.

**STEP 3)**
Use available resources to explore (60+ minutes) the targeted areas from Step 2 and gather evidence to demonstrate your increased understanding of the standard. You are welcome to work with peers on Step 3, but you will be completing Step 4 independently.

You need evidence from at least ONE CREDIBLE EDUCATIONAL source of information to back up your responses. Complete the following table for each source used and be prepared to discuss the source along with your information when we meet.

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(add more source boxes if needed)

**Evidence of Understanding**
Paste your depth in the cell below and then add the evidence you will be using to demonstrate understanding.

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**STEP 4** (completed = 79/C+)
Meet with me to share your information and we will determine whether you should continue to explore the current depth or go deeper.

**STEP 5**
Use available resources to explore (60+ minutes) the targeted areas from Step 2 and gather evidence to demonstrate your increased understanding of the standard. You are welcome to work with peers on Step 3, but you will be completing Step 4 independently.

You need evidence from at least ONE CREDIBLE EDUCATIONAL source of information to back up your responses. Complete the following table for each source used and be prepared to discuss the source along with your information when we meet.
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(Add more source boxes if needed)

**Evidence of Understanding**

Paste your depth in the cell below and then add the evidence you will be using to demonstrate understanding.

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**STEP 6) (completed = 99/A+)**

Meet with me to share your information and we will determine whether you should continue to explore the current depth or go deeper.

**STEP 7) (completed = extra credit)**

Repeat the Step 5 & 6 process or negotiate an alternative, if time allows.