

Holly Sroka

EDG563

September 28th, 2022- submission 1

Lesson plan summary- Grade 5 Civic Participation

Page 73 of the Social Studies Framework

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.
2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.
4. Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.
5. Participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere

Objectives: understand how to participate in a functional debate, understand current issues regarding citizens in the U.S., understand the role of the current political systems, understand how citizen participation within law enforcement can impact and change society, understand the dual role between law enforcement and citizens, understand the symbolic features of the American Flag and the Thin Blue Line Flag, understand the political systems that exist today, develop knowledge in becoming productive members of society, gain insight into the political systems and law enforcement, understand the responsibilities of law enforcement.

Summary of my lesson plan:

-lesson on the American Flag to show students that all Americans of all political opinions are represented by this flag and do give a visual reference of what unity means.

-lesson on the political systems that existed in the past and today

-lesson on the U.S. and NYS Constitution (to introduce students to their rights and citizens and what the American Flags details represent)

-Create a classroom debate regarding law enforcement and citizens (this would create a Segway into #7 and #8 above). And be sure to include the topic of negotiating and compromising (#5)

- show students the thin blue line flag and give a brief explanation of what and whom this flag stands for.

Then, all students will receive

a copy of the NYS Penal Law book and NYS vehicle and traffic law book to provide students with a visual aid representing the responsibilities of a police officer.

Then, I think it would be ideal to explain the roles and responsibilities of a police officer to the students and then explain ways in which a police officer can influence citizens and their rights, freedoms, etc. This would be explained by examples of doing the right thing, making lawful choices, ignoring negative influences, relational ethics, and self-discipline- all things that promote good relationships with the police.

From here, I would go full circle with this and explain/let the students come up with *their* responsibilities as citizens to develop a functioning society and become productive members of that society. I can explain this by reviewing positive ways of functioning such as delayed gratification, avoiding bad habits, thinking before acting or speaking, respect, working hard, etc.

-Include discussion about serving justice and being firm, fair, and consistent

-Include discussion about being humble and never placing yourself or others on a pedestal.

-After this I would do a modest Q & A with the students, because they are going to want to know what my experience as a police officer was like.

Holly Sroka

EDG563

October 8th, 2022- submission 2

Lesson plan assessments- Grade 5 Civic Participation

Pre-assessment: conduct a classroom discussion that requires students to raise their hand if they are familiar with the main concepts of the unit. This would include terms and concepts like the American Flag, unity, NYS Penal Law, NYS Criminal Procedure Law, NYS Vehicle and Traffic Law, citizenship, political systems in the U.S., U.S. and NYS constitution, thin blue line flag, police officer duties, ethics, self-discipline, and respect for our public protectors. I would then conduct a Q and A with the students, explaining to them that I have past experience as an officer. This would be a very significant and revelatory discussion, as it would reveal student's current knowledge, questions and misconceptions. This discussion would be repeated at the end of the unit with an active police officer (guest speaker). During this Q and A, I would also ask students to pick one virtue that I review and use it for a word webb.

Traditional formative assessment: This unit is 20 days in total. Every 2 days, a new topic will be introduced. Students will have an individual quiz every 5 days which will cover 2 topics. At the end of the unit, students will also participate in peer assessment. Here, students will pair up in groups of two. Then, students will need to come up with 5 questions to ask their partner, record their partners answer, and write down how well versed they believe their partner is on this unit. A large part of this

unit will be on the readings of the NYS Penal Law, Criminal Procedure Law, and Vehicle and Traffic Law. After readings on each, students will have a 20 questions quiz on each.

Summative assessment: Class debate about the dual role that exists between a police officer and citizens and a final written exam at the end of the unit. This will require the student to write about information learned regarding what defines a good citizen/patriotism, purpose of a constitution, meaning of the American and Thin Blue Line Flag, and the localized issue taking place in a country other than the U.S. (the detail of this will be incorporated into my lesson).

Informal assessments: bell ringers daily, whole class discussions at the end of each week to recap what was learned/taught- this will provide openness to misconceptions, thoughts, and questions. This will also provide the teacher with confusion that the entire class may be having as a whole, which is a good critique of the lesson. Class jeopardy will also take place at the end of the entire unit.

Product assessment: complete a Venn diagram comparing the duties of a citizen to the duties of a police officer, writing assignment in which students would create their own constitution and incorporate the virtues and rights they have learned about.

At the end of this unit, I would have an active member of a police department come in to do a final Q and A with the students. Here, I would conduct an **observational assessment** and compare the questions posed and the quality of conversation between the student and officer to the Q and A done with me in the beginning of this unit during pre-assessment.

Authentic assessment: For this final assessment, I would have my students reflect back on all the information they learned over the past 20 days and write a letter to the sheriff/chief that is currently in office for the county in which the students reside. This letter would be a proposal to the sheriff about implementing a new local law or telling him about a law that they think benefits citizens greatly and why. Students would have to back up their claim and provide the sheriff with sound reasoning and

implement pieces of the unit into this letter as justification for their claims/request. This new law would have to be something that benefits the peace of citizens or protects their rights on a large scale. So, for example, a student could not request that the sheriff change the noise ordinance from 9pm to 10 pm. Students would also have to write the visiting officer a thank you letter and state 5 things they took away from the visit.

Holly Sroka

EDG563

October 9th, 2022- submission 3

Assessment Rubrics- Grade 5 Civic Participation

The following rubric is designed to grade the summative assessment on the class debate regarding the dual role that exists between law enforcement and citizens.

Class Debate : The Dual Role Between Citizens and Law Enforcement

CATEGORY	4	3	2	1
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Respect for Classmates and Law Enforcement	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough. Team includes instructional material into debate.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Rebuttal	All counter-arguments were accurate, relevant and strong. Team justifies and defends claims made.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Dual Role Comprehension	Team clearly understands the dual role that exists between law enforcement and citizens.	Team understands that a dual role exists between law enforcement and citizens but cannot back some claims.	Team somewhat understands that a dual role exists between law enforcement and citizens but only use a couple, or repeat, the same claims to justify their argument.	Team does not understand that a dual role exists between law enforcement and citizens .

The following rubric is designed to grade the traditional assessment of the required essay regarding what makes a good citizen. This heavy on accuracy, evidence, and examples as students will need to display strong content knowledge.

Persuasive Essay : What makes a good citizen?

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	15
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	10
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	10
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	20
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	20
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	10
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	10

Date Created: October 09, 2022

Holly Sroka

EDG563

October 22nd, 2022- submission 4

Reading Strategies- Grade 5 Civic Participation

Pre-reading- I will first present to students the NYS Penal Law book, the NYS Criminal Procedure Law book, and the NYS Vehicle and Traffic Law book. Then, I will explain to students the purpose of each book and a brief summary of what each entails. Then, students will receive their readings which will be small packets made up of the most important aspects of each book (vocabulary, culpability of mental states or lack thereof, defenses, levels of crime, article 10 of NYS Penal Law, and frequently violated sections of the NYS vehicle and traffic law such as: 40- unregistered vehicles, 511- unlicensed operation, 1100- moving violations, and 1180- speed)

Pre-teaching vocabulary- As a class, skim the readings and highlight each term the teacher defines. Then, the teacher will place the terms on the chalkboard and will leave them there for the entirety of this unit. Students are to then write each term down with its definition in their notebooks to further retain definitions.

Reading- Students will take all three readings home and read each. Students are expected to return to class with two questions for each. Then, the class will have a rotational/round-robin reading to clear discrepancies, and misconceptions, and to answer those two questions that were to be developed during the students reading time at home. This round-robin will include all three readings.

Post-reading- A debriefing will take place after each round-robin reading, as an entire class before moving onto the next reading. After all three are completed as a class, students will get into groups of 5 and come up with bullets that list everything they learned from each reading. Students

will also have to come up with a purpose of each reading (What is the purpose of the NYS Penal Law, NYS Criminal Procedure Law, and NYS Vehicle and Traffic Law).