

CFMS CIVICS SYMPOSIUM



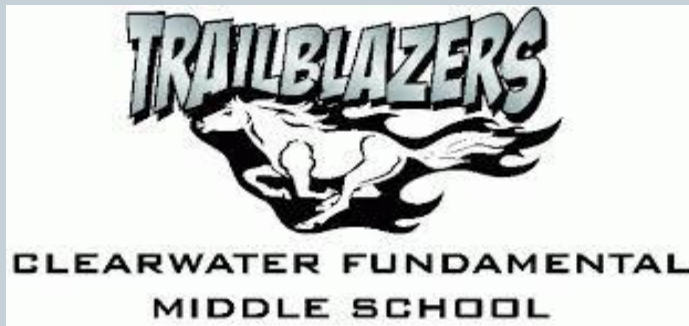
PRESENTERS

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MS. JOHNSTON

MS. POSTLER

JANUARY 15, 2014



CIVICS MYTHS



- Everyone is failing Civics at CFMS.
- A Civics textbook would solve all the problems students are having at CFMS.
- Our CFMS Civics curriculum is not at a seventh grade level.
- CFMS Civics quizzes and tests are too difficult and students cannot study for them.

Everyone is failing Civics at CFMS...FALSE



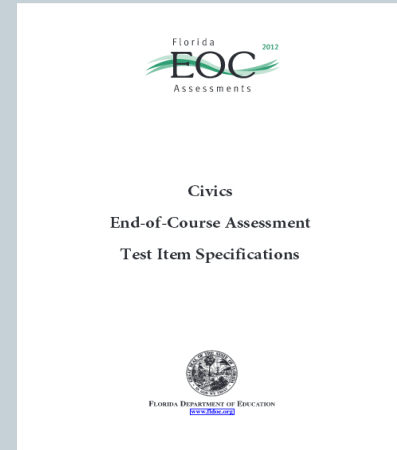
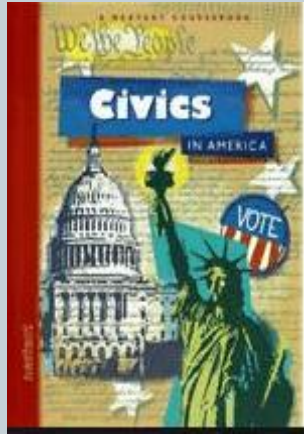
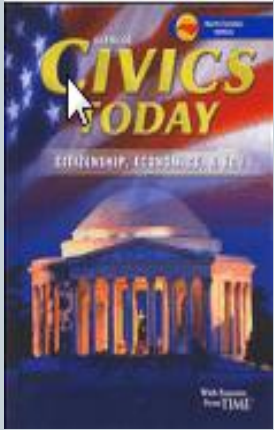
- The majority of students are achieving grades of a “C” or better.
- Students have been successful because the curriculum is designed so that students see content multiple times in a variety of ways before they encounter material on an assessment.



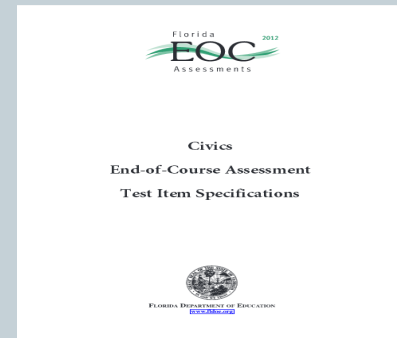
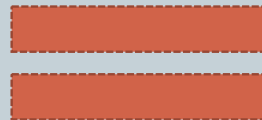
NOT



A Civics textbook would solve all the problems students are having at CFMS...FALSE



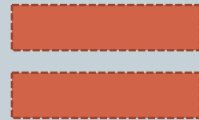
There have not been any Civics textbooks published since the EOC Test Specifications have been put into effect.



Civics Binder Should Not Put You in a Bind



- Everything needed for a student to be successful on assignments and assessments is found in their binder.
- There should not be a need to “Google”.
- An organized binder leads to less stress on homework assignments and greater success on assessments



WASTED



Our CFMS Civics curriculum is not at a seventh grade level...FALSE

CFMS Civics curriculum

- = PCS Civics Curriculum
- = PCS Progress Monitoring Assessments
- = FLDOE EOC Test Item Specs
- = FLDOE EOC
- = FLDOE 7th Grade Reading Level



CFMS Civics tests and quizzes are too difficult and students cannot study for them...FALSE



- Civics assessments mirror what students will see on the PCS Progress Monitoring Tests (PMT) as well as on the state End of Course Exam (EOC)
- Study tips and test taking skills are routinely reviewed in class.

CITIZENSHIP Benchmark - SS.7.C.2.1- Low Cognitive Complexity



- Which is a requirement for a person to become a naturalized U.S. citizen?
 - a. Marrying a U.S. citizen and having a child with that person.
 - b. Being a legal resident of the U.S. for at least five years.**
 - c. Gaining employment in the U.S. for at least five years.
 - d. Reaching age eighteen while living in the U.S. capital.

CITIZENSHIP- Benchmark - SS.7.C.2.1- Medium Cognitive Complexity



- The events below describe the use of a government document.

- -----

Laura was born in France and lived in France until she immigrated to the U.S. at age 21. At age 25, Laura visited Morocco on vacation.

Why did Laura use a U.S. passport to travel?

- a. Laura was a resident alien of the U.S.
- b. Laura was a resident national of the U.S.
- c. Laura was a U.S. citizen by the law of soil.
- d. Laura was a U.S. citizen by the law of blood.**

Obligations of Citizens-Benchmark - SS.7.C.2.2 –High Cognitive Complexity



- The image below describes a citizen obligation.



Source: United States Postal Service

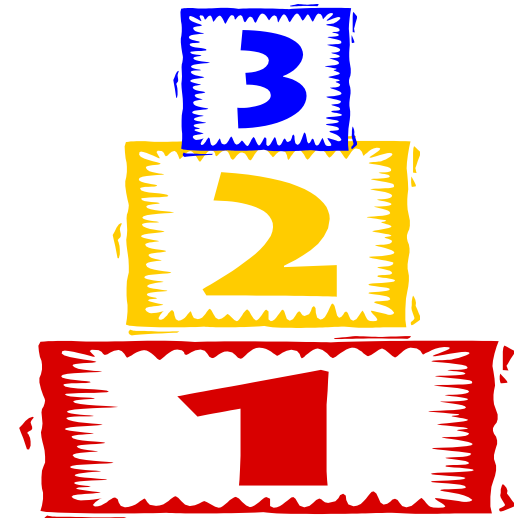
Based on this image, what can be presumed about citizen obligations?

- a. Citizens support attending civic meetings.
- b. Citizens support securing individual rights.
- c. Citizens resist registering for selective service.
- d. **Citizens resist contributing to the common good.**

Assessment Structure



THREE LEVELS OF QUESTIONS
CUMULATIVE

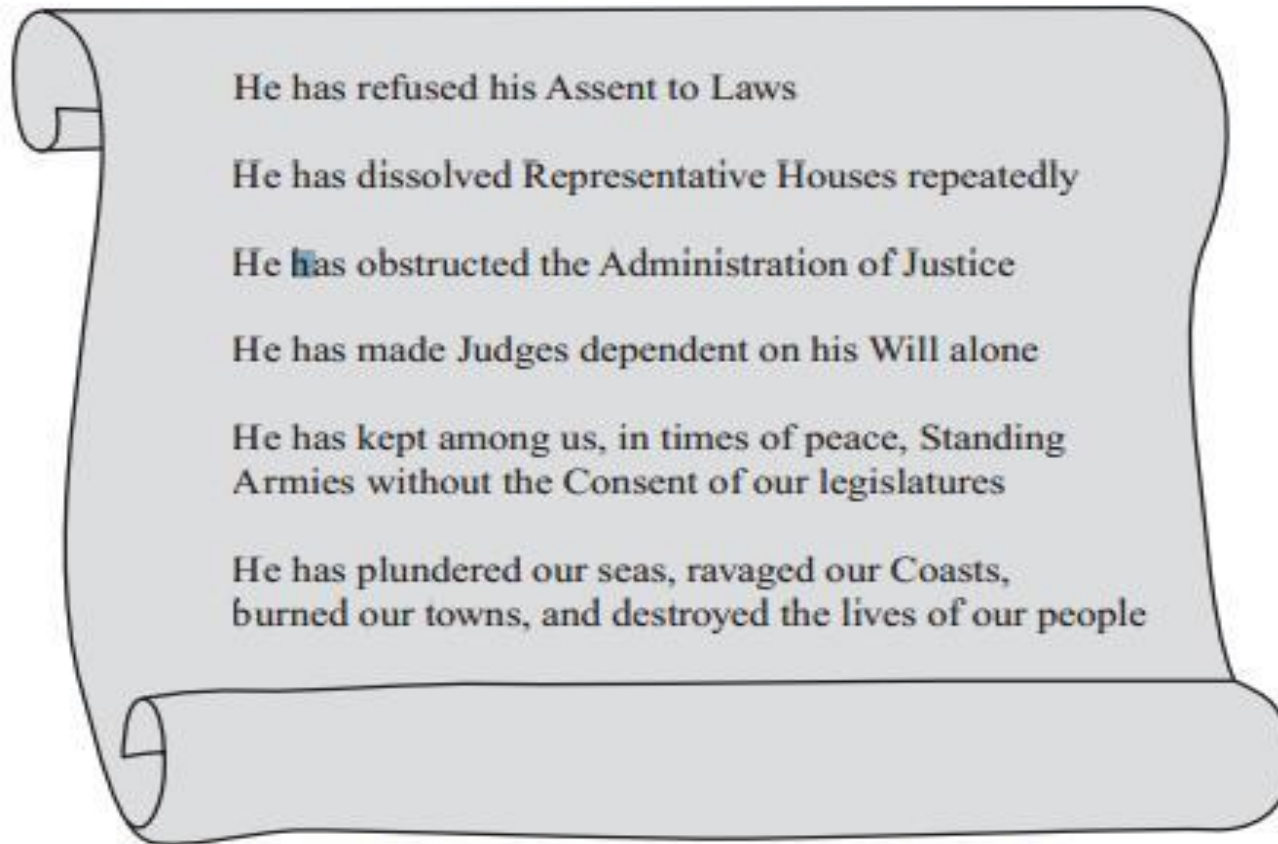


What does low level cognitive complexity mean?



- **Rely heavily on the recall and recognition of previously learned concepts and principles.**
- **Involve the recognition or recall of information such as a fact, definition, term, or simple procedure.**
- **These items can involve recognizing information and identifying characteristics.**

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

In which document are these statements found?

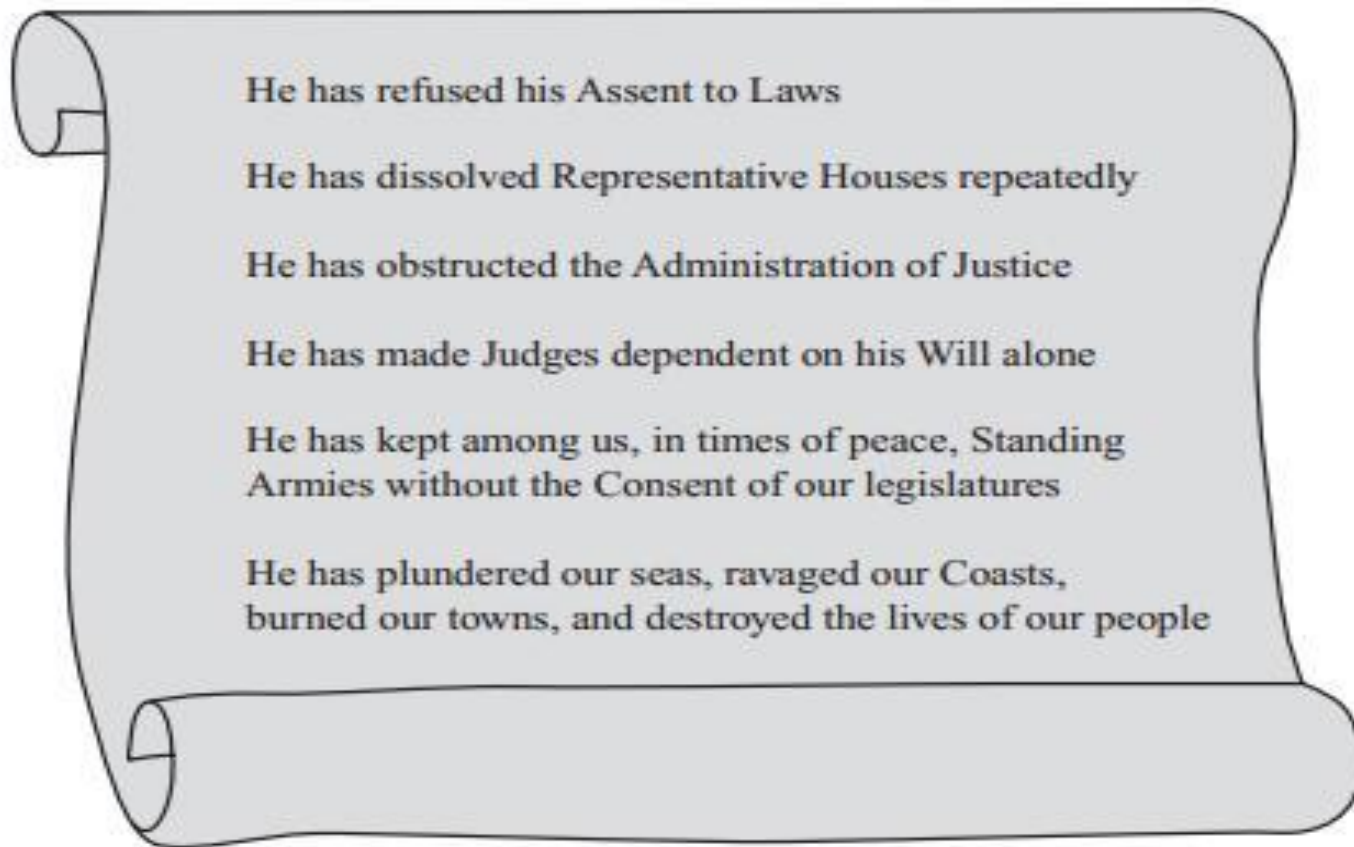
- A. Magna Carta
- B. Mayflower Compact
- C. Articles of Confederation
- ★ D. Declaration of Independence

What does medium level cognitive complexity mean?



- **Involve the engagement of some mental processing beyond recalling or reproducing a response.**
- **They also involve examining relationships, determining cause and effect, and determining significance.**

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How did the opinions expressed in these statements help influence the American political system in the United States?

- A. Citizens believed legislators should be elected.
- ★ B. Citizens believed government should be limited.
- C. Voters believed laws should be publicly debated.
- D. Voters believed equality should be legally assured.

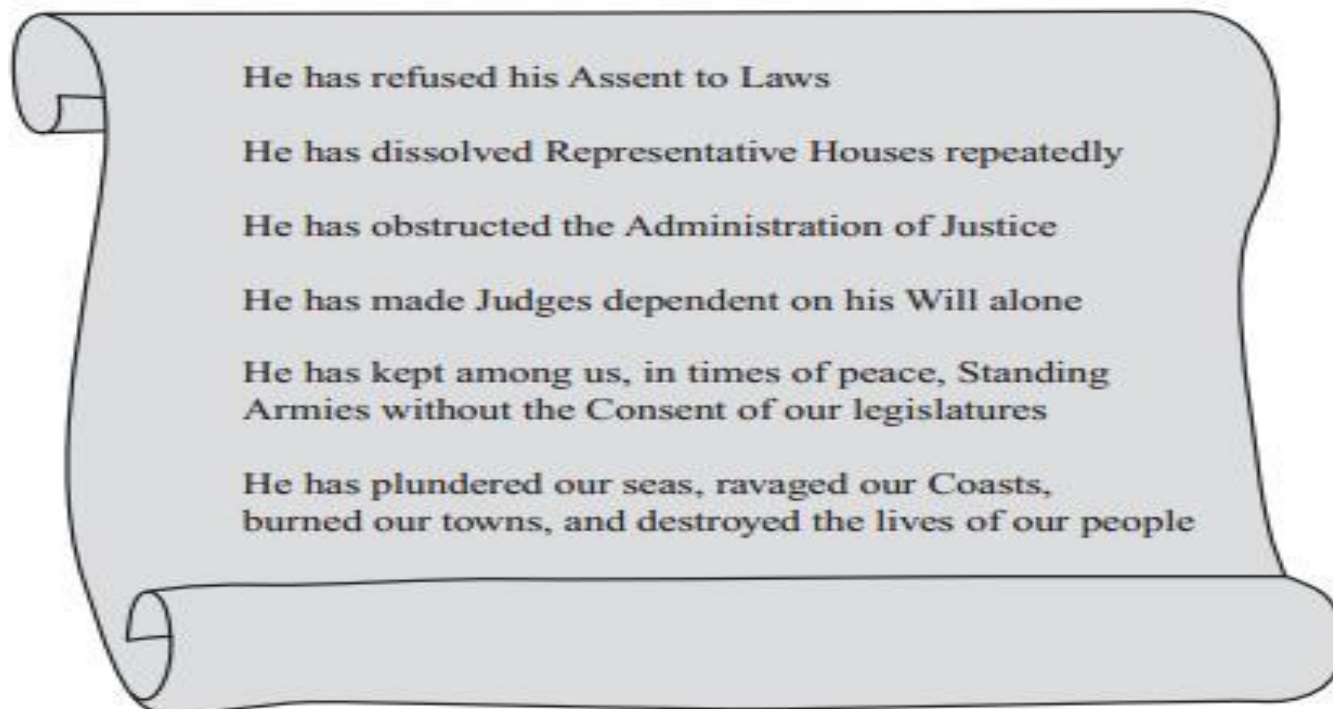


What does high level cognitive complexity mean?



- **Make heavy demands on student thinking.**
- **Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought.**
- **These test items require that the student think in an abstract and sophisticated way, often involving multiple steps.**

The statements below are from a historical document.



Source: Public Domain/U.S. National Archives and Records Administration

How does the modern political system in the United States uphold the principles expressed in these statements?

- A. by requiring voter registration laws for local elections
- ★ B. by causing elected officials to be responsible to citizen needs
- C. by allowing federal judges to be appointed by elected officials
- D. by making local governments responsible for monitoring elections

The table below shows the target ranges for the percentage of points by cognitive complexity level on each Civics EOC Assessment.

Percentage of Points by Cognitive Complexity Level for Civics EOC Assessment

Course	Low	Moderate	High
Civics	15%-25%	45%-65%	15%-25%



NOW
THAT
THE
MYTHS
HAVE
BEEN
CLEARED
UP...



What's your next step?

How can students improve their grade in Civics?

Study Skills

- In order to study properly, students must start with quality class work, quality participation in class/tutoring sessions offered, and access all resources provided to them.
- Suggested study methods: become the teacher, create a review, “work” with the material, picture summaries



Test Taking Skills

- Write what you know
- Show your work
- What am I being asked?
- Take your time



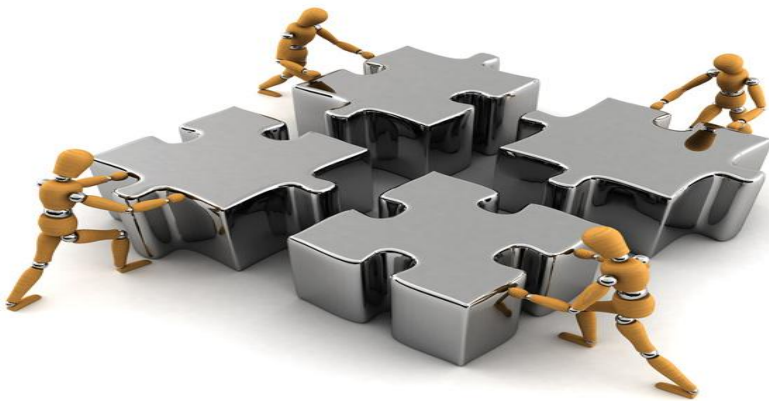
Resources



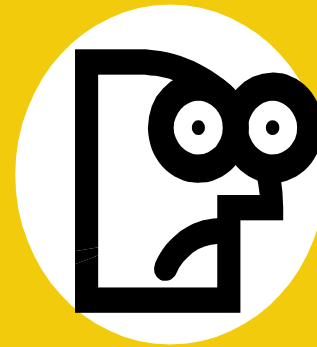
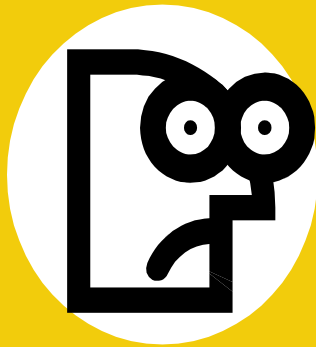
Teachers do give a
hoot!



ORGANIZATIONAL CLASS



TUTORING



It's QUESTION TIME !!