



**Literacy Design
Collaborative**

2C. Responsible Citizenship

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This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

2C. Responsible Citizenship

In this module students learn about the characteristics of responsible citizens and positive ways citizens contribute to their various communities.

GRADES

2

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **6hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading informational texts on the characteristics of responsible citizenship, write at least one paragraph in which you explain how one citizen we learned about made a positive contribution to his or her community and how that person represents the characteristics of responsible citizenship. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.2.C.2.2

Focus

Define and apply the characteristics of responsible citizenship.

SS.2.C.2.4

Focus

Identify ways citizens can make a positive contribution in their community.

SS.2.C.2.5

Focus

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Florida Standards

LAFS.2.W.3.8.

Focus

Recall information from experiences or gather information from provided sources to answer a question.

LAFS.2.SL.1.2.

Focus

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language Arts Florida Standards (LAFS)

LAFS.2.RI.1.3

Focus

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Texts

 [Visuals.Responsible Citizenship.pptx](#)

 [Brian Wong's Community Service](#)

 [Contributions_of_US_Citizens.docx](#)

 [Contributions of Thurgood Marshall](#)

Student Work Rubric - Informational or Explanatory Task - Grade 2

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a general main idea, with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea, maintaining a focus on the main idea.	Introduces the topic and a specific main idea, maintaining a consistent focus on the main idea.
Use of Sources	Includes no details from sources related to the topic or prompt.	Includes few details from sources related to the topic or prompt.	Includes details from sources related to the topic and prompt.	Includes well-chosen details from sources related to the topic and prompt.
Development	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with minor inaccurate or incomplete elements .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	Explains relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the main idea .
Organization	Sentences are out of logical order or lack an evident structure.	Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.	Sequences sentences and groups related information to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.	Sequences sentences and groups related information in paragraphs or sections that introduce the topic, develop points, and provide a concluding statement or section. Consistently uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 2 examples)	Spells many words incorrectly and phonetically Uses capital letters inconsistently Uses commas, apostrophes, and end punctuation rarely	Spells some frequent-use words (e.g., plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently Uses commas, apostrophes, and end punctuation inconsistently	Spells most regular frequent-use words correctly (e.g., plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, and end punctuation consistently	Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns Uses commas, apostrophes, and end punctuation consistently
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the explanation .	Addresses additional task demands effectively to strengthen the clarity and development of the explanation .
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

You are a citizen of many communities: the world, the United States, your State, your county, your school, your classroom. In this module we focus on the responsibilities of citizenship in the United States. Citizens of our country have many rights, but with those rights, we also have many responsibilities. You will be learning about these rights and responsibilities throughout this module and how you can be the best citizen that you can be!

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

ACTIVATING PRIOR KNOWLEDGE: Ability to connect new information to what you already know.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

BUILDING BACKGROUND INFORMATION THROUGH VIEWING : Ability to determine key points of a video.

CONTENT COMPREHENSION: Ability to identify citizen contributions.

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to link reading to writing task.

Writing Process

ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

BODY PARAGRAPHS: Ability to construct an initial draft with appropriate structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	ACTIVATING PRIOR KNOWLEDGE: Ability to connect new information to what you already know.	1. CLASS CHART OF CHARACTERISTICS OF RESPONSIBLE CITIZENSHIP Discuss pictures of responsible citizens at home, at school, and in their communities and make a class chart listing some of the characteristics of good citizens.	Students meet expectation if they <ul style="list-style-type: none"> actively participate in the discussions contribute to the class or group chart 	The purpose of this mini task is to remind students what a responsible citizen is and does. If you would like to use the words "good citizens," that is fine. Remember to change the wording in the prompt. <ol style="list-style-type: none"> Ask the questions below to the class and lead a class discussion to help students make personal connections to the topic. <i>What is a responsible citizenship? What do responsible citizens do you have at home, at school, or your community?</i> Show the powerpoint and at the first slide, discuss what a citizen is. Show the next slide and discuss ways that students can be responsible citizens at home. You may wish to begin making a chart at this point (see examples in the Teacher Resources). Show the next slide and discuss ways that students can be responsible citizens at school. Add to the chart. Show the next slide and discuss ways that students can be responsible citizens in their communities. Add to the chart. Show the last slide of the girl and have students list anything on the chart that they did not list on their chart. Keep the chart posted throughout the module.
Standards: LAFS.2.SL.1.2. : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. LAFS.2.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. LAFS.2.W.3.8. : Recall information from experiences or gather information from provided sources to answer a question. SS.2.C.2.4 : Identify ways citizens can make a positive contribution in their community. SS.2.C.2.2 : Define and apply the characteristics of responsible citizenship.				
Additional Attachments:  Sample chart.docx  Visuals.Responsible Citizenship.pptx				
20 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	2. TASK BREAKDOWN Complete the Task Breakdown handout and determine what you need to know and do to complete the task.	Students meet expectations if they <ul style="list-style-type: none"> discuss the task with a partner complete the Task 	Students will use the information from the Task Breakdown Chart and the Task to complete the following activity. A copy of the Task Breakdown Chart handout should be displayed with a copy distributed to each student. <ol style="list-style-type: none"> Distribute the Task Breakdown Chart handout. Read the task aloud and model for students by

2C. Responsible Citizenship

			<p>Breakdown Chart Handout.</p>	<p>thinking aloud about the task and recording some information on the handout.</p> <ol style="list-style-type: none"> 3. Have students read the task with you. 4. Have students turn to a partner and take turns reading it to each other. 5. Each student should work independently to complete the Task Breakdown Chart. 6. After all students have completed the above segment of the handout, have them share their findings with one or more classmate. You can use a Pair-Share, Pair-Square, or Inner-Outer Circle. 7. If time permits, allow students to share final response with a partner, small group, or whole class.
<p>Standards:</p> <p>LAFS.2.SL.1.2. : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>LAFS.2.W.3.8. : Recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.2.RI.1.1. : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RF.4.4. : Read with sufficient accuracy and fluency to support comprehension.</p>				
<p>Additional Attachments:</p> <p> TaskBreakdown.rev.docx</p>				

Reading Process

30 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>3. VOCABULARY LOG List words and phrases essential to the texts on your Vocabulary Log. Record a definition in your own words.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • complete a Vocabulary Log that contains at least 6 definitions including the key terms identified below. 	<p>Provide each student with a Vocabulary Log handout. Explain how students will use it to collect words as they read the texts for the unit.</p> <p>Vocabulary Log will be an on-going activity for the duration of the Active Reading segment. Other key vocabulary words from the texts are:</p> <ol style="list-style-type: none"> 1. Community 2. Citizen 3. Responsible 4. Community service 5. hero 6. heroine <p>As these terms are encountered in their texts, provide time for students to add them to their logs. Because the logs will be a resource for completing the final product, circulate as the students build their logs and select students to share their definitions.</p> <p>If you deliver the reading segments in center rotations, you can have the students review vocabulary in the center group at the end of the reading and recording period. Visit each group to monitor student work during the work time.</p> <p>Regardless of which delivery method you choose, before beginning the Transition to Writing component, include a Vocabulary Log review so that students can compare their logs to the target list and ensure they</p>
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2C. Responsible Citizenship

				<p>have captured the key terms.</p>
<p>Standards:</p>				
<p>LAFS.2.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>				
<p>Additional Attachments:</p>				
<p> Vocabulary Log.docx</p>				
<p>40 mins</p>	<p>BUILDING BACKGROUND INFORMATION THROUGH VIEWING: Ability to determine key points of a video.</p>	<p>4. DISCUSSION AND ADDITION TO RESPONSIBLE CITIZENS' CHART: COMMUNITY SERVICE OF BRIAN WONG View a video on how one young man served his community.</p>	<p>Student meet expectations if they</p> <ul style="list-style-type: none"> answer questions in complete sentences view a video on how one young man served his community and discuss and record how his actions demonstrate characteristics of good citizenship describe three ways he/she can help in a community make the connection between community service and responsible (good) citizenship 	<ol style="list-style-type: none"> Have students fold a piece of notebook paper in half lengthwise. On the left side of the paper they should answer these questions in complete sentences: <ul style="list-style-type: none"> Define "community service" in your own words. What have you done to help your community? What would you like to do to help your community? Show the TED video of Brian Wong - His Community Service Projects Have students answer the question below on the right side of their notebook paper. Students should answer the question in complete sentences: <ul style="list-style-type: none"> What does Brian do to help his community? On the bottom of their paper, have students describe three things that they can do to help their family, neighborhood or community. Think-Pair-Freeze. Play music as students move about the room with their note-taking sheet. When the music stops, they find a partner in close proximity and share one thing they can do to help in their community. Do this twice more until all three community helping ideas have been shared. As an exit slip, have students think about and then share and write the answer to this question: <i>How is community service an opportunity to be a good citizen?</i> Pass out the Responsible Citizens Chart and have students list the text (video), what characteristics of a good citizen Brian displayed and the contribution that he made to his community. <p>Extension:</p> <p>* See the Utah Education Network Volunteering handout that students can use to research various social and community projects.</p>
<p>Standards:</p>				
<p>LAFS.2.SL.1.2. : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>				
<p>LAFS.2.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>				
<p>LAFS.2.W.3.8. : Recall information from experiences or gather information from provided sources to answer a question.</p>				
<p>SS.2.C.2.4. : Identify ways citizens can make a positive contribution in their community.</p>				

2C. Responsible Citizenship

	<p>Additional Attachments:</p> <ul style="list-style-type: none">  Utah Education Network Volunteering  Brian Wong's Community Service 		
20 mins	<p>CONTENT COMPREHENSION: Ability to identify citizen contributions.</p>	<p>5. CHART TO IDENTIFY CONTRIBUTIONS AND CHARACTERISTICS: FLORIDA'S HEROS AND HEROINES WORK TO SOLVE PROBLEMS Read about three people who took action and motivated others to join them.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● read about three people who took action and motivated others to join them ● add explanations of those three people's contributions to chart <ol style="list-style-type: none"> 1. Write the words "hero" and "heroine" on the board and discuss what they mean. Have students brainstorm heros/heroines they know and state why they would consider them heroic. 2. Pass out <i>Floridians Working to Solve Problems</i> to the class. Read about Zoe, Paloma, and Joshua. Talk about why some people call them a hero/heroine. What did he or she do that was special? 3. Have students work in groups, pairs, or individually to list the text, the characteristic they displayed, and what contribution they made to his or her community. You may wish to jigsaw the activity with each group taking one person and then sharing the information with two others to complete the chart. 4. Heros/heroines rarely work alone. They are usually leaders who can get other people involved with their civic action to solve a problem. Talk about and then take notes at the bottom of the page on how each of these heros/heroines worked with others to solve a community problem.
<p>Standards:</p> <p>LAFS.2.RI.1.1 : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SS.2.C.2.5 : Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p> <p>SS.2.C.2.2 : Define and apply the characteristics of responsible citizenship.</p>			
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Responsible_Citizens_Chart.docx  Floridians Working to Solve Problems.docx 			
40 mins	<p>CONTENT COMPREHENSION: Ability to identify citizen contributions.</p>	<p>6. RESPONSIBLE CITIZEN CHART: CONTRIBUTIONS Learn about how famous citizens made a contribution to their communities and select one to write about.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● view and discuss the Thurgood Marshall video ● read about the citizens and the contributions they made ● select one citizen ● tell how they made a contribution to their community and nation ● discuss the <ol style="list-style-type: none"> 1. View the video on the life and contributions of Thurgood Marshall. You may need to explain the significance of his becoming the first African American Supreme Court Justice. <ul style="list-style-type: none"> ○ On a chart paper, list the contributions Justice Marshall made to the United States. You may need to view this video twice - it is only 3:59 long. ○ Have students add Thurgood Marshall to the Responsible Citizen Chart. 2. Pass out copies of Contributions of U.S. Citizens to each student. <ul style="list-style-type: none"> ○ Show the powerpoint of pictures of citizens that made a contribution to the United States and their respective communities. Read the descriptions as each picture is shown. ○ Have them work in pairs to read through the descriptions of the famous U.S. citizens who contributed to their nation and their communities.

2C. Responsible Citizenship

		<p>characteristics of a responsible citizen</p>	<ul style="list-style-type: none"> ○ Have students choose one leader and explain how this person made a contribution to their community and their nation. ○ Students add this person to the Responsible Citizen Chart citing the text, the characteristic, and the contribution they made to the U. S. and their communities. <p>3. Encourage students to add any other citizens they know of that have made contributions to their communities. They may have heard about them on the news or another source.</p> <p>4. Discuss what these responsible citizens have in common. Have students discuss in groups what all of the citizens on their chart have in common. Create a class chart titled Characteristics of a Responsible Citizen.</p>
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Standards:

LAFS.2.RI.3.9 : Compare and contrast the most important points presented by two texts on the same topic.

LAFS.2.RI.1.1 : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

SS.2.C.2.5 : Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

Additional Attachments:

 [Contributions of Thurgood Marshall](#)

 [Famous Americans.pptx](#)

 [Contributions of US Citizens.docx](#)

Transition to Writing

30 mins	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to link reading to writing task.</p>	<p>7. FOUR SQUARE WRITING PLANNER</p> <p>Choose which citizen you want to write about and complete the four-square planner.</p>	<p>Student meets expectations if they</p> <ul style="list-style-type: none"> ● select one citizen to write about ● complete the four-square planning organizer. 	<ol style="list-style-type: none"> 1. Have students study their completed Responsible Citizen Chart and select one citizen to write about. 2. Explain that students will be using a graphic organizer called a Four Square to help them plan for their report. 3. Model completing an organizer using some characteristics of good citizenship (see Teacher Resources). 4. The four square planner could have the following categories: <ul style="list-style-type: none"> ● What actions your citizen took in the community? ● How those actions had a positive impact on the community? ● What characteristics of responsible citizens did he or she demonstrate? 5. As students work, have them refer back to Task Breakdown at the beginning of this module and their notes to bullet in the four-square organizer the points they will be writing about to respond to the task. 6. Students share their four-square plan with a shoulder partner and discuss how they will elaborate on their plan in their final product.
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2C. Responsible Citizenship

Standards:

LAFS.2.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.

Additional Attachments:

 [four square writing.pdf](#)

 [Four Square Writing Method](#)

 [Four Square Writing Planner Example.docx](#)

 [Four Square Writing Planner.docx](#)

Writing Process

20 mins	<p>ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.</p>	<p>8. OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points.</p>	<p>Student will meet expectation when opening paragraph includes:</p> <ul style="list-style-type: none"> controlling (main) idea; supporting details that will be developed in the body paragraphs; and a transition to the body paragraphs. 	<ol style="list-style-type: none"> Discuss with students what makes a good opening paragraph. Have students write their paragraph. Have students share their paragraph with a partner. <p>Sample opening paragraphs are available in the link listed under Teacher Resources.</p>
<p>Standards:</p> <p>LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>Additional Attachments:</p> <p> Opening Paragraph Samples</p>				
40 mins	<p>BODY PARAGRAPHS: Ability to construct an initial draft with appropriate structure.</p>	<p>9. FIRST DRAFT Write a first draft complete with opening, development, and closing.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> provide complete draft with all parts. support the opening in the later sections with evidence and citations 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
<p>Standards:</p> <p>LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>				
20 mins	<p>REVISION: Ability to</p>	<p>10. REVISED DRAFT</p>	<p>Students meet</p>	<ol style="list-style-type: none"> Students work with a partner to edit the first draft.

2C. Responsible Citizenship

	refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	BASED ON PARTNER FEEDBACK. Review and revise your information based on feedback from a partner.	expectations if they <ul style="list-style-type: none"> provide a complete draft with all parts support the opening in the later sections with evidence and citations 	<ul style="list-style-type: none"> Each partner will read the other partner's first draft. Suggestions for improvement may be provided orally for author note-taking OR the reader may annotate the first draft with an oral follow-up. <p>2. As necessary, the teacher may elect to conference with all or selected students after the partner review to provide useful feedback that balances support for strengths and clarity about weaknesses.</p>
Standards:				
LAFS.2.W.2.5 : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				
LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				
20 mins	EDITING: Ability to proofread and format a piece to make it more effective.	11. CORRECTED DRAFT Revise draft with correct spelling, capitalization, punctuation, and grammar.	Students meet expectations if they <ul style="list-style-type: none"> Provide draft free from distracting surface errors use format that supports purpose 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. <ul style="list-style-type: none"> Consider previous writing instruction and resources to guide the content of the review. Assign students to proofread each other's texts a second time. (Optional)
Standards:				
LAFS.2.W.2.5 : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				
20 mins	FINAL DRAFT: Ability to submit final piece that meets expectations.	12. FINAL DRAFT Turn in the final version of your task.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	None
Standards:				
LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				

Instructional Resources

Teacher Resource

 [Sample chart.docx](#)

 [Famous Americans.pptx](#)

 [FourSquareWriting.Instructions.pdf](#)

 [Opening Paragraph Samples](#)

2C. Responsible Citizenship

 **Descriptive Matrix of All Modules.pdf**

 **Standards Matrix for All Modules.pdf**

Student Handout

 **TaskBreakdown.docx**

 **Vocabulary_Log.docx**

 **Four_Square_Writing_Planner.docx**

 **Responsible Citizens Chart.docx**

Section 4: What Results?

Student Work Samples

Advanced

 [WritingSample.High1.pdf](#)

Approaches Expectations

 [About the Writing Samples for 2C.docx](#)

Meets Expectations

 [WritingSample.Medium2.pdf](#)

Emerging

 [WritingSample.Low3.pdf](#)

Teacher Reflection

Not provided

All Attachments

-  Visuals.Responsible Citizenship.pptx : <https://s.ldc.org/u/82o0mk2yxbb10d456xuhugwn2>
-  Brian Wong's Community Service : <https://s.ldc.org/u/c5vszfk81msmglzrsumfn9g>
-  Contributions_of_US_Citizens.docx : <https://s.ldc.org/u/7i4lz6g1zdjp329uvjslobub6>
-  Contributions of Thurgood Marshall : <https://s.ldc.org/u/7ebnjbyxz2msjgpylfmnavukk>
-  WritingSample.High1.pdf : <https://s.ldc.org/u/77swa9746b7u46kup4ybza7fa>
-  About the Writing Samples for 2C.docx : <https://s.ldc.org/u/764qkjhre9kgfu7zfv949ziyy>
-  WritingSample.Medium2.pdf : <https://s.ldc.org/u/ofhulc60yq1ih5u4mra5vg0l>
-  WritingSample.Low3.pdf : <https://s.ldc.org/u/9dcssj8rau6q13yuuvajhs0vp>
-  Sample chart.docx : <https://s.ldc.org/u/2m2nk66il5jdkdunpuxla79lad>
-  TaskBreakdown.docx : <https://s.ldc.org/u/eiwq70ym9z7n5xtkb8tj44jfn>
-  Vocabulary_Log.docx : <https://s.ldc.org/u/csyu5kpzp8eguwl7k4a5jkgp>
-  Famous Americans.pptx : <https://s.ldc.org/u/5injdpqi50l0nm8607l91mz7l>
-  Four_Square_Writing_Planner.docx : <https://s.ldc.org/u/8bno1g1yizx1k3vgc85ub6i1q>
-  Responsible Citizens Chart.docx : <https://s.ldc.org/u/77g5g3h8m48i21nac7uhe1ycf>
-  FourSquareWriting.Instructions.pdf : <https://s.ldc.org/u/d8f2dlywg5bjjfw61u2c5dgvr>
-  Opening Paragraph Samples : <https://s.ldc.org/u/doy4le7tchrz65exgvpnyrxn3>
-  Descriptive Matrix of All Modules.pdf : <https://s.ldc.org/u/7kkgiv9b1hncru0ng1ov6zqh2>
-  Standards Matrix for All Modules.pdf : <https://s.ldc.org/u/5tbe10dsfy914m8qj2dhhhwfd>