

RULES AND RESPONSIBILITIES

Performance Standard (14A/14B).A

Draw and label a picture of a rule/responsibility that students must follow at home, school, and in public places. The picture will include a label of the authority figure who enforces the rule accordingly:

- *Knowledge*: identify rules and responsibilities at home, school, and in public places;
- *Reasoning*: categorize rules and match them with the rule enforcer; and
- *Communication*: produce a picture that is well-organized and well-detailed with matching labels; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand and explain basic principles of the United States government (14A), and understand the structures and functions of the political systems of Illinois, the United States and other nations (14B)*, students should experience sufficient learning opportunities to develop the following:
 - Name rules and responsibilities that students have at home, in school and in public places, and
 - Identify persons who are authority figures in their home, school, and community.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Brainstorm a list of rules that students must follow at home, school and public places. Discuss authority figures who enforce each rule.
4. Using three labeled pieces of chart paper (labeled home, school, public) begin listing rules and authority figure who enforces the rule. Use two different colors. One color representing the rule and the other color the authority figure (ex. rule – black, authority figure – red).
5. Brainstorm ideas at home and add to a running list.
6. Discuss responsibilities and rules. How are they the same or different?
7. Provide 11 x 17 drawing paper that has been divided into thirds.
8. Have students label sections home, school, public places.
9. Have students draw rule student must follow at each place. (Student may use brainstorming chart paper as reference.)
10. Have students add “_____’s Rule” in each section (home, school, public place), writing the appropriate name of the person who enforces that given rule. (e.g. Mom’s Rule)
11. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: identification of rules and responsibilities were complete and accurate;
 - *Reasoning*: categorization and labeling of rules was logical and well-reasoned; and
 - *Communication*: a picture was produced that was well-organized and well-detailed; knowledge and reasoning were effectively communicated.

Examples of Student Work follow

Time Requirements

- Two class periods prior to the assessment
- Two class periods for the assessment

Resources

- Three pieces of chart paper for brainstorming
- Two different colored markers for recording on chart paper
- 11 x 17 drawing paper divided into thirds
- Crayons or markers
- Social Science Rubric

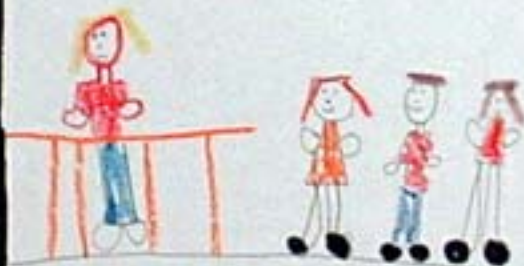
Home

"Meets"



Mom and Dad's
Rule

School



teacher's Rule

public places



Place's
Rule

Home "Exceeds"

school

Public



Mom's Rule



Mrs. Furbee's
Rule



Librarians
Rule