

COMMUNITY WORKERS

Performance Standard (14D/15A/15E/18B).A

Describe a community worker's job accordingly:

- *Knowledge*: Identify and describe the duties, services and goods provided by a community worker.
- *Reasoning*: Explain why the community worker's job is valuable to the community.
- *Communication*: Make a presentation that is well-focused, well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations (14D), understand economic systems, with an emphasis on the United States (15A), understand the impact of government policies and decisions on production and consumption in the economy (15E), and understand the roles and interactions of individuals and groups in society (18B)*, students should experience sufficient learning opportunities to develop the following:

- Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool).
- Identify workers they see at school and in the community.
- Identify workers who provide public goods and services in the community.
- Tell about the roles performed by people in the community.

Note: Discuss the concept and duties of community workers who are government workers and public servants. Have students brainstorm and discuss different kinds of workers and list the names of the workers and their duties on a T chart.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student draw and color a picture of a hat, shoes, or other pieces of clothing that public servants might wear. Student should also identify and be able to discuss a responsibility or duty, service or good provided to the community by a public servant/worker.
4. Ask each student to use the drawing as a prop and explain to the class how the worker provides a good or service or performs a responsibility or duty. Students should also explain why the community worker's job is valuable to the community.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: The responsibility, duty, service or good provided to the community was described fully and correctly.
 - *Reasoning*: The explanation of why the community worker's job is valuable to the community was thorough and accurate.
 - *Communication*: The presentation was well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

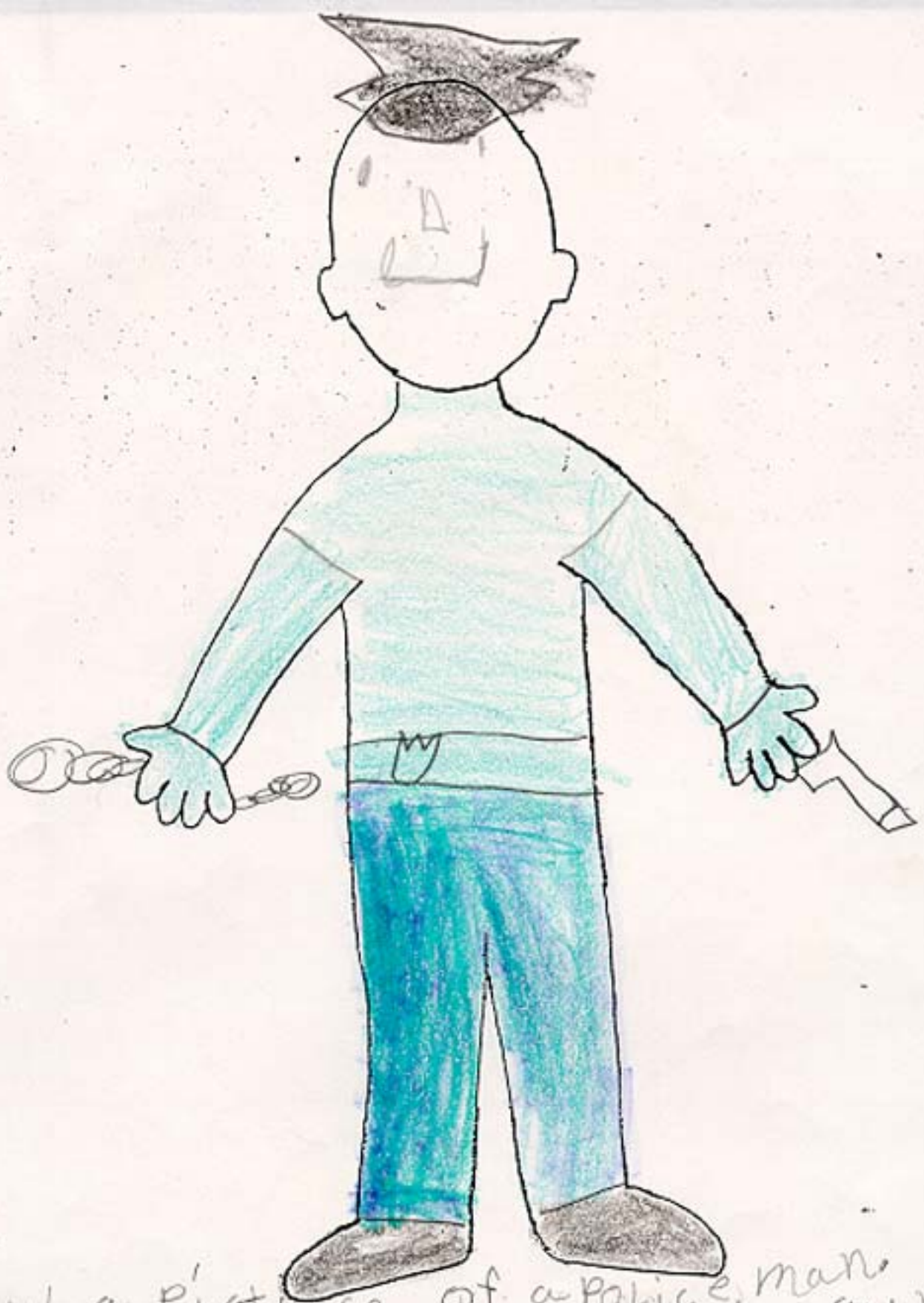
Time Requirements

- One class period to prepare presentation
- Two to three minutes per presentation

Resources

- Pictures of community workers performing their duties
- Chart Paper and 8 ½ x 11 white paper
- Crayons or colored pencils
- Scissors
- Social Science Rubric

"Meets"



I drew a picture of a police man.
He has handcuffs and a gun.
He helps people be good.

"Exceeds"



This is a fire-man. This fire-man is going to a fire. Fire-men help people get out of the fire.