

**Request to Place an Item on the Agenda**Name: Laura Voith BOE

Address: \_\_\_\_\_

Telephone number: 270 6045091Name of school children attend, if applicable: MEP

Group represented: \_\_\_\_\_

Check if request was submitted to: ☒ Superintendent ☐ Board Chairperson

Conferred with following administrators (names): \_\_\_\_\_

Description of Issue: Availability of both local & regional migrant funds -would like to complete pre- & post- activities along with a five-night NewAmericans high school program trip toSpecific Action Requested: Washington DC through Closeup.OrgApprove - October 2 - 7, 2022  
(see attached documentation)Check if you are: ☐ Board Member ☒ District Employee ☐ Community Member

All requests for items to be placed on the agenda must be submitted to the Superintendent prior to the Board meeting as specified in Board Policy 01.45. Items submitted shall require prior approval of the Superintendent.

Review/Revised: 3/13/06

This planned as a regional initiative, so students from several counties will be participating. We plan to meet with the students before the trip to conduct a US government basics bootcamp including discussion about how government impacts our daily lives and the role of active citizenship (e.g., voting, campaigning, advocacy). We will preview site visits and attempt to bring historical context to each building, museum, and monument. Students will also locate the names of veterans from their counties who were killed in Vietnam. Additionally, we will outline expectations for behavior, project completion, etc. and will provide students with a detailed itinerary.

After the trip, students will complete a multimedia presentation that demonstrates a deep understanding of the relationship between the federal government and the students' daily lives. They will present to their local BOEs and/or PACs. They will also make an effort to present a graphite imprint using the pencil transfer method of the Vietnam veterans' names from the Memorial Wall.

Students will utilize and improve speaking, listening, reading, and writing skills as part of their pre- and post- activities (see Common Core Reading Standards for Literacy in History). We likewise believe that extra-curricular activities such as this encourage school engagement and a sense of belonging that both contribute to on-time graduation. Priority for service students will be given priority for participation.



## COMMON CORE STATE SOCIAL STUDIES STANDARDS - HIGH SCHOOL

The Close Up Foundation, in collaboration with teachers, correlated the *Close Up Washington High School Program* outcome objectives to your state social studies standards. If you have questions, comments, suggestions, or additions, please contact us at [curriculum@closeup.org](mailto:curriculum@closeup.org).

Close Up's balanced, interactive, experiential curricula motivate students to become actively involved in their community and government, strengthen their knowledge of the political process, and increase their awareness of national and international issues. The program is designed to promote civic engagement and understanding of the U.S. Federal Government. These goals are achieved during experiential learning activities throughout the program, including primary resource seminars; study visits to government institutions and monuments; current issue debates; government simulations, and small group workshops-all led by college educated and professionally trained instructors. The Close Up Program fosters essential citizenship skills such as acquiring and using information, assessing involvement, making decisions, communicating, cooperating, promoting interests, and develops critical thinking skills.

The following are corresponding objectives of the *Close Up Washington High School Program* to your state's social studies standards:

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**GRADES 9 & 10 – SPEAKING AND LISTENING**

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Comprehension and Collaboration</i>	Initiate & participate in a range of collaborative discussions with diverse partners on grade topics, texts, & issues, building on others' ideas and expressing their own clearly & persuasively. a. Come to discussions prepared; having read & researched material under study- explicitly draw on that preparation by referring to text evidence and research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions & decision-making, clear goals & deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions relating to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement & disagreement, and qualify or justify their own views and make new connections in light of the evidence and reasoning presented.	During every component of the Close Up program students will engage in collaborative discussion. These discussions will be one-on-one, in groups, and program instructor led. In each case the discussions allow for collaborative learning and encourage students to use a process of inquiry to learn more. Students will interact with a variety of their peers to hear diverse opinions. Students will also take on the role of facilitators, leading their groups to meaningful conversation. Students will need to be prepared for conversations and also follow rules that are established in the opening workshop. Close Up places current issues at the center of all lesson plans. Since current issues can be controversial and sensitive, one of the first things students do on program is work collaboratively to create rules that will guide them in their workshop throughout the week.  One of the most important elements on program is students debating different issues. When debating, students will be able to express their own opinions, but will also be expected to ask questions, learn more about the issue being debated, and evaluate their own views.  One example of this on program will be students participate in nightly workshops. In the domestic issues workshop students will examine one of the inherent tensions in the American political system. Workshop topics include federalism, limits to the first amendment, and youth rights. In these workshops students will discuss their own opinions and then have the opportunity to read case studies and debate with their peers. In these debates they will need to justify their own opinions and make connections to the case studies they have examined.

**GRADES 9 & 10 – SPEAKING AND LISTENING**

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Comprehension and Collaboration</i>		
2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Throughout the week students will visit diverse sites in Washington, DC. At these sites students analyze multiple sources of information, including primary sources and memorials. At each site they will critically examine the information that is being presented and evaluate its credibility. For example, at the Vietnam Veterans Memorial students will discuss the historical context of the Vietnam War, both abroad and at home. They will next explore the memorial and analyze the symbols and artistic choices. Students evaluate both the credibility and accuracy of the Memorial in terms of reflecting the war itself and the tensions at home the war created.
3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	During the week students will have to opportunity to participate in on-site visits. On-site visits are seminars conducted by a variety of political, historical, non-profit, and military organizations in the Washington DC area. While Close Up is a non-partisan organization, our on-site visits introduce students to issues by experts in their field. These seminars are student driven with students introducing speakers, and creating all questions. Students will critically examine the speaker's point of view and reasoning and identify any fallacious reasoning or exaggerated or distorted evidence.



### GRADES 9 & 10 – SPEAKING AND LISTENING

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Presentation of Knowledge and Ideas</i>		
4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>In preparation for the model Congress students will participate in a Capitol Hill walking workshop. There they will visit the Supreme Court, the Library of Congress, and the Capitol building. At the Capitol they will observe one of the houses of Congress. Students will also view the White House, where they will examine Article II of the Constitution and evaluate the current president based on those criteria. During these study visits they will learn about the roles and responsibilities of the three branches of government.</p> <p>At night they will then take on the role of a House of Representative members and lobbyists to debate and research current bills before the House. Students will simulate both committee work and a whole floor debate. In order to be successful in debate students must present their own opinions and their findings throughout the week. In order to be persuasive with their peers they must use pertinent facts and details concisely and logically, while also being aware of substance and style appropriate to purpose, audience and task.</p>

### READING STANDARDS FOR LITERACY IN HISTORY 6-12

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Key Ideas and Details</i>		
1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	At many sites students will examine and cite primary & secondary sources. They will use these sources and ideas to form their own opinions and debate them with their peers. At the Martin Luther King, Jr. Memorial students will examine the quotes taken from Kings speeches and letters. They will then read articles about the Civil Rights Movement, Martin Luther King, and Malcolm X. Using these sources they will then debate on how citizens can take direct action to impact government, and what forms of action are and are not appropriate.

### READING STANDARDS FOR LITERACY IN HISTORY 6-12

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Over the course of the week students will examine historical issues and debate and relate them to current debates. In order to do this, students will examine primary and secondary sources to analyze how ideas develop over time. At the Thomas Jefferson and Franklin Delano Roosevelt Memorial students will consider the ongoing debate about the proper size and role of government. At both of these Memorials students will examine primary sources such as quotes and photographs. Students will trace the changing ideas and debates about the role and size of government. They will then develop their own opinions and debate on whether the national government should become involved in issues such as healthcare and mortgage rates.
<i>Craft and Structure</i>		
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	At the Abraham Lincoln Memorial students will examine the memorials architectural features, symbols, and the text included. Students will determine the motivation behind building the memorial, and how the designers were attempting to memorialize Lincoln. Students will debate about the effectiveness of the memorial. Students will also debate about whether the memorial is remembering Lincoln as the Great Emancipator or as the President who saved the Union. Students will use the symbols and the texts of the memorial to make this determination.
5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	During the week all students will visit at least one of the Smithsonian museums. At these museums they will evaluate the museums, the exhibits, and the ideas that they present through a variety of different lenses. For example, if visiting the National American History Museum, students will evaluate how effective the museum is at carrying out its mission. Students will take a comprehensive look at the museum, exploring a variety of different exhibits to determine how well the museum presents American history. They will evaluate what is included and what is left out.
<i>Craft and Structure</i>		
6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	During the Domestic Issues Debate a self identified liberal and a self identified conservative, whom are professionals in the political arena debate each other on domestic issues. Questions are generated by the students. During this component students are able to analyze the point of view of two different political ideologies. They will examine how they are similar and how they are different.

**READING STANDARDS FOR LITERACY IN HISTORY 6-12**

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Integration of Knowledge and Ideas</i>		
9.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Before students take part in the Congressional Simulation they take part in a workshop where they look at one current bill before congress in depth. During this workshop, students briefly share their opinions about a central issue question, and then have time to read arguments both in favor and in opposition to the bill. These arguments are drawn from several different sources and allow students to get an in depth view of the issue. Then students debate each other, attempting to persuade a panel of their peers.