

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline City Semester

Date: October, 2007

Subject: City Semester Internship

Proposed Grade Level(s): 11 – 12

Course Length: Semester (repeatable once)

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: None

COURSE DESCRIPTION:

This internship will provide students with a strong “hands on” foundation in local city government covering the charter of the city to its present time. Emphasis will be placed on working in an internship role with a member of a city department. Students will write academic papers on their experiences and present a project at the end of the semester. Students will use research and interpretation skills as they produce the project. By reading their textbook, “Reinventing Government”, students will gain perspective on future models for modern city governments. Students will also learn to appreciate how a local city government operates, as well as the influence of technology, the economy, and politics have on local city government.

Grade 12 – City Semester Internship and Computer Literacy

- Course focus: Work on a project within a city department using, but not limited to, a computer.
- Graduation requirement met: Computer literacy
- Elective requirement met: 1 semester social studies (repeatable once)
- Skills addressed: Computer literacy, writing, primary source research.
- Project activities may include: papers, persuasive video, web page design, multimedia presentation, posters, magazines, graphing, research skills and citations.

GENERAL GOALS / PURPOSES:

Students in the City Semester Internship will:

- a. work 90-hours-a-semester with a member of the local city government on an assignment.
- b. travel to city hall three-times-a-week from the high school. Student’s travel will be insured by personal auto insurance and permission will be granted after submitting a proof of insurance form and a student fieldtrip form signed by a parent or guardian.
- c. be subject to a city background check and given a computer clearance with the city.
- d. follow directions from city staff.
- e. meet regularly with the City Semester Director of the local high school.
- f. follow a semester syllabus provided by the instructor.
- g. understand facts and concepts on how a local city operates.
- h. learn to evaluate project data and form original hypotheses about various aspects of city government.
- i. examine and evaluate primary source materials.
- j. understand the social and political factors which have influenced local government.
- k. learn to write clear, concise essays demonstrating their ability to apply facts and concepts.
- l. take periodic exams based on the textbook.
- m. produce a project at the end of the semester.

STUDENT READING COMPONENT:

I. Required Textbook:

Reinventing Government Osborne, David and Gaebler, Ted. Penguin Books, New York, 1993.
(ISBN 0-452-26942-3)

STUDENT WRITING/READING COMPONENT:

- I. There are three components to this class: (1) Researching, writing and producing a project. (2) Reading a book that complements their internship, and (3) Taking periodic exams on that book.

STUDENT ORAL COMPONENT: Computer skills for word processing and/or a multimedia presentation are encouraged when producing the project and proper style is required for all written work

THIS COURSE WILL HELP PREPARE STUDENTS FOR THE CAHSEE:

Reading, writing and Social Science

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
2. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
3. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

3. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Principles of American Democracy:

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.

Principles of Economics:

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

12.2 Students analyze the elements of America's market economy in a global setting.

1. Explain the roles of property rights, competition, and profit in a market economy.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

Particular English-Language Arts Content Standards for this course:

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

2.0 Reading Comprehension (Focus on Informational Materials)

- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. *Comprehension and Analysis of Grade-Level-Appropriate Text*.
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Writing

1.0 Writing Strategies

Organization and Focus

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions.

Grammar and Mechanics of Writing

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, and online information) cover the same event.

Organization and Delivery of Oral Communication

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. 1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Deliver narrative presentations:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.

- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

2.6 Deliver descriptive presentations:

- a. Establish clearly the speaker's point of view on the subject of the presentation.
- b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
- c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners:** Students will demonstrate critical thinking through discussions and individual work. This will allow them to build ideas on their own by taking in others' opinions and forming their own opinions using several different sources.
- **Effective Communicators:** Students will become effective communicators as they develop critical thinking skills in reading, inquiry, social issues, writing, and oral presentations.
- **Quality Producer / Performers:** Students will initiate projects, set quality standards, and adapt to changing conditions.
- **Constructive Thinkers:** Students will critically analyze important historical, technological, and current events, and their resulting societal changes.
- **Collaborative Workers:** This course will help students develop an appreciation for the depth and diversity of the values and experiences required to be a collaborative citizen in our state.
- **Responsible Citizens:** This course will help prepare students to identify issues that require social action, show a commitment to accept social responsibilities associated with citizenship, and to be a participatory and responsible citizen in our democratic society.