

## Public Service Research

The course is designed to develop competencies in public service research. “Public Service Research” serves as a capstone course for the public service career pathway. The purpose of the course is for students to identify a public service problem or issue and to develop a research-based plan to address that problem or issue. The course will conclude with students presenting their research-based plans to an authentic audience (e.g., social studies teachers, stakeholders, public service leaders).

**Note:** Students may choose to complete the College Board Advanced Placement Research (AP Research) course in lieu of the Public Service Career Pathway “Public Service Research” course. Completing a public service research project as part of the AP Research course will enable students to simultaneously complete the public service career pathway and the AP Research course.

The public service research course is divided into five units. Each unit is organized around one aspect of the research process. The first unit begins by identifying and exploring public service issues or problems and concluding with students presenting their findings and proposals focusing on how to address their identified public service issue or problem to an authentic audience. Between these two points, students will examine how other scholars and practitioners have explored their identified issue, investigate possible research approaches for examining their identified issue, conducting that research, and developing their findings.

It is preferred, but not mandatory, that students’ prior experience with the public service career pathway will align with and shape their public service research project, including the experiential learning component. Based on their experiential learning, for example, students may identify one or more public service issues or problems that they may choose to examine.

How the public service research process unfolds will be up to the teacher or students. Some teachers may prefer that students complete the public service research project individually while other teachers may assign students to work in small groups.

Below are two examples of ways that students may link their public service academies courses:

**Applied Research Example:** As part of the Public Service Leadership course, the county-level supervisor of elections speaks with the class about his or her leadership role. In the Public Service Communication course, that same elections supervisor returns to discuss the importance of trust between the public and government, and how elections offices build trust by broadcasting Public Service Announcements (PSAs) about voter registration and voting beginning two months before the upcoming election. To complete the experiential learning course, the student serves as an election-day poll worker (she learned in her public service academies courses that Florida allows individuals pre-registered to vote to serve as poll workers beginning at age 16). The student must miss school on Election Day because Election Day occurs on a Tuesday. The student believes that more students would serve as poll workers if they knew they would not miss school. To complete the public service research project, the student develops and administers a survey to

high school students to gauge their support for making Election Day a school holiday. The student presents her research results to school administrators at the end of the course.

**Academic Research Example:** As part of the Public Service Leadership course, students attend city council meetings, learning how elected officials make decisions for cities, the types of issues that city governments face, and how they make policy. In the Public Service Communication course, the students attend local environmental interest group meetings. In those meetings, the students learn which local issues concern the environmental interest group, as well as how that interest group plans to communicate its concerns to city council members. Members of the environmental interest group invite the students to join them for beach cleanup days, which occur the first Saturday each month, which the students complete as part of their experiential learning course. The students explore research literature on how civic engagement affects addressing local issues and collect data on various local civic groups. To complete the public service research project, the students, working in small groups, post a report of their findings in a civics fair after which they present an oral report of their findings, accompanied by a slide deck, to city council members, who have attended the civics fair.

Each unit includes essential questions, standards and benchmarks, suggested lesson foci and instructional strategies, suggested formative and summative assessments, and a suggested materials/reading list. The civics and government standards and benchmarks are common to the five units. To avoid redundancy, the civics and government standards and benchmarks are listed once, as part of this course overview.

## COURSE GLOSSARY

<p>Academic research          Alternate perspectives          Applied research          Data          Data analysis          Data collection          Evaluation          Executive agency          Government reports          Implications          Interview</p>	<p>Interview          Media          Media organization          Non-profit          Peer review          Qualitative data          Quantitative data          Presentation</p>	<p>Research          Research findings          Research question          Research subject          Scholarly research          Stakeholder          Statistics          Survey          Technology</p>
---	---	--

PACING: Suggested pacing is based on 180 instructional days for full year courses and 90 instructional days for half-year/semester courses.

<b>Standard</b>	
Demonstrate an understanding of the origins and purposes of government, law and the American political system.	
<b>Benchmarks</b>	<b>Description</b>
SS.912.CG.1.4	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

<b>Standard</b>	
Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	
<b>Benchmarks</b>	<b>Description</b>
SS.912.CG.2.1	Explain the constitutional provisions that establish and affect citizenship.
SS.912.CG.2.2	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
SS.912.CG.2.3	Explain the responsibilities of citizens at the local, state and national levels.
SS.912.CG.2.4	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.CG.2.6	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels.
SS.912.CG.2.11	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

<b>Standard</b>	
Demonstrate an understanding of the principles, functions and organization of government.	
<b>Benchmarks</b>	<b>Description</b>
SS.912.CG.3.2	Explain how the U.S. Constitution safeguards and limits individual rights.
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
SS.912.CG.3.5	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
SS.912.CG.3.6	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
SS.912.CG.3.12	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
SS.912.CG.3.13	Explain how issues between Florida, other states and the national government are resolved.
SS.912.CG.3.15	Explain how citizens are affected by the local, state and national governments.

Unit 1: Identifying a Public Service Research Focus

In this unit students will identify their public service research focus. Students will examine potential research projects reflecting their public research focus. By the end of the unit, students will narrow the scope of their research question. As part of this process, the teacher will approve for each student or team of students which of their proposed research questions is approved for further examination. The teacher will confirm that the proposed research is doable based on the student preparation and skill set, and within the established course calendar.

Suggested Pacing

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
20%	36	18

Essential Questions	<p>Why is public service research important?</p> <p>What is the process for identifying a public service research focus or project?</p> <p>Why is civic engagement important?</p>				
Standards and Benchmarks	<p>Analyze informational text</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;">Benchmark</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table>	Benchmark	Description		
Benchmark	Description				

ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
-------------	---

Develop effective oral communication skills

Benchmark	Description
03.01	Demonstrate higher order critical thinking and reasoning skills appropriate for public service and non-profit leadership.

Experience public service research product creation and collaboration

Benchmarks	Description
05.01	Demonstrate the value of civic dispositions when engaged in public service and non-profit research.

Illustrate ELA expectations

Benchmarks	Description
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Lesson Foci	<p>Identify potential public service research projects</p> <p>Organize or rank order potential public service research projects</p> <p>Use peer review to refine potential public service research projects</p> <p>Compare well-framed research questions with those research questions that are not well-framed.</p> <p>Formulate a research question that articulates the purpose and goals of the proposed research project</p>
Sample Instructional Strategies	<p>Direct instruction</p> <p>Effective questioning</p> <p>Peer review</p> <p>Student goal setting</p>
Suggested Formative Assessments	<p>Documented problem solutions</p> <p>Concept maps</p> <p>Problem recognition tasks</p>
Suggested Summative Assessments	<p>Graphic organizer demonstrating the process of developing and refining public service research questions</p> <p>Oral presentation summarizing the chosen public service research question</p> <p>Video/audio recorded interviews where students explain their public service research question to one another</p>
Suggested Materials/ Reading List	<div data-bbox="499 784 1892 1117" style="border: 1px solid black; padding: 5px;"> <p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p> <p>The Florida Channel online</p> <p>Openstax American Government (freely available online textbook)</p> <p>Florida Joint Center for Citizenship (freely available civic education website)</p> <p>Civics360.org (freely available middle school civics review website)</p> </div> <div data-bbox="499 1157 1892 1369" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Unit Resource List:</p> <p>“Getting Started with Research”, UCF (University of Central Florida) Libraries. Unit 1 should include “Choosing Where to Start” and “Developing an Effective Research Question” and the two-minute video “Three Steps to Starting your Research Project Off Right”.</p> </div>

	<p>“Deciding when a Topic is Too Broad”, “Deciding when a Topic is Too Narrow”, <i>Refine your Topic: Steps in the Research Process</i>, SUNY Westchester Library</p> <p>“Basic Steps in the Research Process”, North Hennepin Community College. Unit 1 should include “Step 1: Identify and develop your topic” and “Step 2: Do a Preliminary Search for Information”</p> <p>“Introduction”, <i>Using the Library of Congress Online: A Guide for Middle and High School Students</i>, Library of Congress.</p>
--	---

### Unit 2: Public Service Research Background Investigation

This unit focuses on identifying, investigating, and reviewing public service research, examining topics related to approved project ideas. Students will review public service research that relates to their public service research question identified and confirmed in Unit 1. By completing this process, students will better understand how applied and academic scholarly research is conducted when exploring public service research projects.

#### Suggested Pacing

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
20%	36	18

Essential Questions	<p>What is the difference between applied research and academic scholarly research?</p> <p>What are the best practices for using technology tools, such as the internet and government databases, to conduct public service research background investigations?</p> <p>Why is a public service research background investigation an important element of the public service research process?</p>
Standards and Benchmarks	Analyze informational text



	<b>Benchmark</b>	<b>Description</b>
	ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
	Illustrate ELA expectations	
	<b>Benchmarks</b>	<b>Description</b>
	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.	
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	
Lesson Foci	Examine the background research included in applied public service research projects Examine the background research included in academic public service research projects Identify applied research focusing on public service research related to the student's approved research project Identify scholarly research focusing on public service research related to the students' approved research project Use technology tools to conduct public service background research	
Sample Instructional Strategies	Lecture Learning centers Modeling Conferencing Cooperative learning Flexible/strategic grouping	

Suggested Formative Assessments	<p>Empty outlines          Focused listing          Content, form, and function outlines          Analytic memos  <b>LEADS</b> (identify others’ studies and findings in order to: <b>L</b>ay the foundation for their own study, <b>E</b>lucidate the selected problem or topic of inquiry, <b>A</b>nalyze why their study is appropriate, <b>D</b>escribe why their study is capable of solving a problem or producing a work, <b>S</b>how studies similar to theirs)(Source: AP Research Course and Exam Description)          Draft summative assessment (e.g., annotated bibliography, literature review)</p>		
Suggested Summative Assessments	<p>Invented dialogues          Annotated portfolios          Annotated bibliography of the approved topic focus          Literature review of research studies or articles</p>		
Materials/Reading List	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="499 711 1892 1003"> <p>Common Course Resource List:</p> <p>U.S. Constitution            Florida Constitution            The Florida Channel online            Openstax American Government (freely available online textbook)            Florida Joint Center for Citizenship (freely available civic education website)            Civics360.org (freely available middle school civics review website)</p> </td> </tr> <tr> <td data-bbox="499 1044 1892 1409"> <p>Unit Resource List:</p> <p><b>Applied Research:</b></p> <p>Research and reports available on the Florida or municipal executive branch websites, including agencies and commissions            Research and reports available on the Florida or municipal legislative branch websites, including committees and legislators            Research and reports available on the Florida or municipal judiciary branch websites, including judges and case information</p> </td> </tr> </table>	<p>Common Course Resource List:</p> <p>U.S. Constitution            Florida Constitution            The Florida Channel online            Openstax American Government (freely available online textbook)            Florida Joint Center for Citizenship (freely available civic education website)            Civics360.org (freely available middle school civics review website)</p>	<p>Unit Resource List:</p> <p><b>Applied Research:</b></p> <p>Research and reports available on the Florida or municipal executive branch websites, including agencies and commissions            Research and reports available on the Florida or municipal legislative branch websites, including committees and legislators            Research and reports available on the Florida or municipal judiciary branch websites, including judges and case information</p>
<p>Common Course Resource List:</p> <p>U.S. Constitution            Florida Constitution            The Florida Channel online            Openstax American Government (freely available online textbook)            Florida Joint Center for Citizenship (freely available civic education website)            Civics360.org (freely available middle school civics review website)</p>			
<p>Unit Resource List:</p> <p><b>Applied Research:</b></p> <p>Research and reports available on the Florida or municipal executive branch websites, including agencies and commissions            Research and reports available on the Florida or municipal legislative branch websites, including committees and legislators            Research and reports available on the Florida or municipal judiciary branch websites, including judges and case information</p>			

“The Baccalaureate and Beyond: An Analysis of Demographics and Labor Market Outcomes of Florida Community College Baccalaureate Graduates”, Ivy Love, *New America*, October 2020.

“Associations between Birth Outcome Measures and Infant Mortality Rates for Florida Births 2008 – 2012”, Daniel Thompson, *Florida Department of Health*, January 30, 2015.

“Report by the Department of State On Vote-By-Mail Voting – Security, Privacy and Election Transparency”, *Florida Department of State*, February 1, 2023.

“Econographic News”, *Office of Economic and Demographic Research (EDR)*, The Florida Legislature, 2019 Volume 1.

**Academic Research:**

Harris, Colette B. (2021). “Miami-Dade County Status Offenders: A Literature Review of Punishment and Rehabilitation of Youth”. *Contemporary Issues in Juvenile Justice*, Vol. 11(1), pp. 1-22.

Krotz, James J. and Rubin, Lisa M. (2021) "Legislators' Perceptions of Public University Student Lobbying Efforts On Public Higher Education Legislation: A Case Study," *eJournal of Public Affairs*, Vol. 10: No. 3, Article 6.

Byham, J. C., Martinez-Gomez, V., Kilburn, Jr., J. C., & Hilburn, A. M. (2023). “When government is not the solution: The role of community organizations in outreach.” *Journal of Public and Nonprofit Affairs*, 9(1), 4–27.

Note: The *e-Journal of Public Affairs* and the *Journal of Public and Nonprofit Affairs* are open access journals that include articles that may be pertinent to student research interests.

This unit focuses on public service research data collection examining topics related to approved project ideas. Students will identify their data sources or data collection plan. Students will then undertake the data collection process focusing on the public service research question identified and confirmed in Unit 1 and based on the completed research background investigation in Unit 2. By completing this process, students will secure the data or information that they will analyze as a central component of their public service research project.

Suggested Pacing

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
10%	18	9

Essential Questions	<p>What is public service research data collection?          How do public service researchers collect data?          Why is it important to document data collection?          How do public service researchers report data and information?</p>												
Standards and Benchmarks	<p>Demonstrate proficiency with information technology tools</p> <table border="1"> <thead> <tr> <th>Benchmarks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>05.01</td> <td>Utilize word processing to develop written artifacts</td> </tr> <tr> <td>05.02</td> <td>Develop reports and/or exhibits using presentation slides</td> </tr> <tr> <td>05.03</td> <td>Create information and data reports focusing using spreadsheets</td> </tr> </tbody> </table> <p>Conduct public service research</p> <table border="1"> <thead> <tr> <th>Benchmarks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Benchmarks	Description	05.01	Utilize word processing to develop written artifacts	05.02	Develop reports and/or exhibits using presentation slides	05.03	Create information and data reports focusing using spreadsheets	Benchmarks	Description		
Benchmarks	Description												
05.01	Utilize word processing to develop written artifacts												
05.02	Develop reports and/or exhibits using presentation slides												
05.03	Create information and data reports focusing using spreadsheets												
Benchmarks	Description												

	04.01	Conduct investigative research on a selected topic related to public service and the non-profit sector using approved research methodology, interpret findings, and prepare presentation to defend results.
	04.02	Demonstrate higher order critical thinking and reasoning skills appropriate for the public service or public administration.
	04.03	Record and analyze research results using spreadsheets.
	04.04	Present research results using presentation slides in a proficient manner.
	ELA.10.C.4.1	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.
Lesson Foci	<p>Develop a data collection plan using data and information available through publicly available sources such as government reports (e.g., Florida executive agencies, county-level voter registration statistics), surveys such as Florida-based media organization poll results, or non-profit data reports such as the Child Welfare League and the Florida Literacy Coalition, among others.</p> <p>Develop a data collection plan requiring interaction with research subjects such as a survey</p> <p>Develop a data collection plan that does not require interaction with research subjects such as tracking the number and type of animals in a rescue shelter or tracking voter registration statistics based on a school voter registration drive</p> <p>Collecting and analyzing quantitative data and information</p> <p>Analyzing qualitative data and information such as case studies and in-person interviews</p> <p>Using technology tools to collect data and information</p>	
Sample Instructional Strategies	<p>Lecture</p> <p>Direct instruction</p> <p>Graphic organizers</p> <p>Identifying similarities and differences</p> <p>Project based learning</p>	
Suggested Formative Assessments	<p>Draft data collection reports and data tables</p> <p>Draft graphic and statistical analyses</p>	

Suggested Summative Assessments	Data collection reports and data tables Graphic and statistical analyses
Materials/Reading List	<div data-bbox="499 337 1892 634" style="border: 1px solid black; padding: 5px;"> <p>Common Course Resource List:</p> <p>U.S. Constitution  Florida Constitution  The Florida Channel online  Openstax American Government (freely available online textbook)  Florida Joint Center for Citizenship (freely available civic education website)  Civics360.org (freely available middle school civics review website)</p> </div> <div data-bbox="499 672 1892 1398" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Unit Resource List:</p> <p>At this point in the Public Service Research course students will have identified a research focus, conducted background research, and collected and analyzed their data. Students will have transitioned from analyzing others’ public service-focused research to conducting and analyzing their own public service-focused research.</p> <p>Below are a few representations of data collection approaches:</p> <p>“Voter Registration - Method and Location”, Division of Elections, Florida Department of State  “Voter Registration - By Party Affiliation”, Division of Elections, Florida Department of State</p> <p>Florida Econographic News, Office of Economic and Demographic Research, Volume 1, 2019</p> <p>“Methods 101: Survey Question Wording”, Pew Research Center  “Methods 101: Random Sampling” (How can a survey of 1,000 people tell you what the whole U.S. thinks?), Pew Research Center</p> <p>“Florida Was Third-Largest State in 2020 With Population of 21.5 Million”, U.S. Census Bureau</p> </div>

Statista is a freely available data source that requires registration

#### Unit 4: Public Service Research Evaluation of Findings

This unit focuses on evaluating public service research findings. In this unit, students will complete their research projects in a teacher-approved format by adding the evaluation component of their public service research findings to their research focus, background research review and data collection. By the end of the unit, the student's final public service research project will be complete and ready to be presented to an authentic audience.

#### Suggested Pacing

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
25%	45	23

#### Essential Questions

What is public service research evaluation of findings?  
 What are the approaches used to develop presentations of public service research evaluation of findings?  
 How do researchers identify and describe the key findings of a public service research project as they develop a public service research presentation?  
 How do researchers develop and present the implications of their public service research?

#### Standards and Benchmarks

Analyze informational text

Benchmarks	Description
ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

Experience public service research product creation and collaboration

<b>Benchmark</b>	<b>Description</b>
05.01	Demonstrate the value of civic dispositions when engaged in public service and non-profit research.

Communicate through writing

<b>Benchmarks</b>	<b>Description</b>
01.0	Develop written documents using computer-based word processing in a proficient manner.
ELA.10.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
ELA.10.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
ELA.10.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

Demonstrate proficiency with information technology tools

<b>Benchmark</b>	<b>Description</b>
------------------	--------------------



	05.01	Utilize word processing to develop written artifacts
	05.02	Develop reports and/or exhibits using presentation slides
	05.03	Create information and data reports focusing using spreadsheets
Lesson Foci	<p>Describe approaches to analyzing public service research results</p> <p>Compare approaches to presenting public service research evaluation of findings</p> <p>Explore alternate approaches to developing public service research results presentations</p> <p>Develop research implications to build upon research results</p> <p>Identify potential future research directions based on public service research results</p> <p>Using technology tools to present implications of a public service research project to an authentic audience</p>	
Sample Instructional Strategies	<p>Direct instruction</p> <p>Peer review</p> <p>Cooperative learning</p> <p>Conferencing</p> <p>Analysis of student work</p>	
Suggested Formative Assessments	<p>Draft of public service research project, including results, developed for presentation to an authentic audience</p> <p>Draft of implications based on public service research project results, developed for presentation to an authentic audience</p> <p>Annotated list of potential future research directions based on public service research results</p> <p>List of draft questions to ask course colleagues as part of the peer review process to complete public service research results presentation</p>	
Suggested Summative Assessments	<p>Completed public service research project, including results, developed for presentation to an authentic audience</p> <p>Completed public service research results, including implications, developed for presentation to an authentic audience</p> <p>Rehearsal of public service research project presentation scoring using a teacher-developed or teacher-approved rubric</p>	
Materials/Reading List		

Common Course Resource List:

U.S. Constitution

Florida Constitution

The Florida Channel online

Openstax American Government (freely available online textbook)

Florida Joint Center for Citizenship (freely available civic education website)

Civics360.org (freely available middle school civics review website)

Unit Resource List:

Below is a list of sample rubrics and rubric development materials that students may use as they complete their projects and prepare those projects for presentation. It is recommended that teachers utilize one of the rubrics below, or develop their own rubric, to distribute to students as they complete their research and presentations reflecting the assigned form and format of the public service research project.

“Rubric for Presentation HST 5900 Graduate Project”, Eastern Illinois University

“Group Classroom Presentation Sample Rubric”, Pepperdine University

“Collaborative Presentation Rubric – In-Class or Online (with Oral Delivery)”, Rutgers University

“Examine The Use Of Rubrics In Social Studies Classes - Integrating Technology In The Classroom”, ITC (video)

Unit 5: Public Service Research Results Presentation

This unit focuses on student presentations of public service research results. In this unit, students will present their research to an authentic audience, as determined by the teacher, school or district.

Possible presentation approaches include oral presentations to a panel of social studies teachers or administrators, stakeholders, public officials, non-profit organization administrators, or parents/guardians. The teacher, school or district may decide whether the oral presentation includes follow-up questions or other audience feedback. Written presentations such as gallery walks, civics fairs,

research papers, slide presentations or other approaches are also options. The teacher, school or district will decide whether live presentations are presented individually or in panels.

Districts, teachers or schools will decide whether the presentation itself (e.g., narrated PowerPoint, oral report with PowerPoint) completes the public service research project or if the presentation is part of a two-part requirement that includes both the oral report and a written public service research paper.

Suggested Pacing

Course Percentage	# of suggested days (full year)	# of suggested days (half-year/semester)
25%	45	23

Essential Questions	<p>What is a public service research presentation?</p> <p>What are the approaches used to develop public service research presentations?</p> <p>How do researchers identify and describe the key findings of a public service research project as they develop a public service research presentation?</p> <p>How do researchers develop and present the implications of their public service research?</p>
---------------------	---

Standards and Benchmarks	Analyze informational text						
	<table border="1"> <thead> <tr> <th>Benchmarks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>ELA.9.R.2.2</td> <td>Evaluate the support an author uses to develop the central idea(s) throughout a text.</td> </tr> <tr> <td>ELA.10.R.2.4</td> <td>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</td> </tr> </tbody> </table>	Benchmarks	Description	ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.	ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
	Benchmarks	Description					
ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.						
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.						

Experience public service research product creation and collaboration

Benchmark	Description

05.01	Demonstrate the value of civic dispositions when engaged in public service and non-profit research.
-------	---

Communicate through writing

Benchmarks	Description
01.0	Develop written documents using computer-based word processing in a proficient manner.
ELA.10.C.1. 3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
ELA.10.C.1. 4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
ELA.10.C.1. 5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

Demonstrate proficiency with information technology tools

Benchmarks	Description
05.01	Utilize word processing to develop written artifacts
05.02	Develop reports and/or exhibits using presentation slides
05.03	Create information and data reports focusing using spreadsheets

Lesson Foci	<p>Describe approaches to analyzing public service research results</p> <p>Compare approaches to presenting public service research</p> <p>Explore alternate approaches to developing public service research</p> <p>Develop research implications to build upon research results</p> <p>Identify potential future research directions based on public service research results</p> <p>Using technology tools to present implications of a public service research project to an authentic audience</p>		
Sample Instructional Strategies	<p>Direct instruction</p> <p>Peer review</p> <p>Cooperative learning</p> <p>Conferencing</p> <p>Analysis of student work</p>		
Suggested Formative Assessments	<p>Annotated list of potential future research directions based on public service research results</p> <p>List of draft questions to ask course colleagues as part of peer review process to complete public service research results presentation</p>		
Suggested Summative Assessments	<p>Completed public service research project presented to an authentic audience</p> <p>Completed public service research project implications to build upon research results, presented to an authentic audience</p> <p>Completed peer-review of public service research project presentations using a teacher-developed or teacher-approved rubric</p>		
Materials/Reading List	<table border="1" data-bbox="499 971 1892 1268"> <tr> <td data-bbox="499 971 1892 1268"> <p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p> <p>The Florida Channel online</p> <p>Openstax American Government (freely available online textbook)</p> <p>Florida Joint Center for Citizenship (freely available civic education website)</p> <p>Civics360.org (freely available middle school civics review website)</p> </td> </tr> </table> <table border="1" data-bbox="499 1300 1892 1373"> <tr> <td data-bbox="499 1300 1892 1373"> <p>Unit Resource List:</p> </td> </tr> </table>	<p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p> <p>The Florida Channel online</p> <p>Openstax American Government (freely available online textbook)</p> <p>Florida Joint Center for Citizenship (freely available civic education website)</p> <p>Civics360.org (freely available middle school civics review website)</p>	<p>Unit Resource List:</p>
<p>Common Course Resource List:</p> <p>U.S. Constitution</p> <p>Florida Constitution</p> <p>The Florida Channel online</p> <p>Openstax American Government (freely available online textbook)</p> <p>Florida Joint Center for Citizenship (freely available civic education website)</p> <p>Civics360.org (freely available middle school civics review website)</p>			
<p>Unit Resource List:</p>			

Below is a list of sample rubrics and rubric development materials that students may use as they complete their projects and prepare those projects for presentation. It is recommended that teachers utilize one of the rubrics below, or develop their own rubric, to distribute to students as they complete their research and presentations reflecting the assigned form and format of the public service research project.

“Rubric for Presentation HST 5900 Graduate Project”, Eastern Illinois University

“Group Classroom Presentation Sample Rubric”, Pepperdine University

“Collaborative Presentation Rubric – In-Class or Online (with Oral Delivery)”, Rutgers University

“Examine The Use of Rubrics In Social Studies Classes - Integrating Technology In The Classroom”, ITC (video)