

COMMUNICATION, CULTURE and CITIZENSHIP

Introduction

Citizenship is convergence of productive membership in the community and meaningful development as an individual. It consists of the knowledge, understanding, and behaviors necessary to support individual responsibility, democratic government, and global awareness. A literate citizen of the United States has the knowledge and experiences needed to take a full and courageous role as a member of a modern democracy. This knowledge includes a broad range of information about American culture, history, and values; familiarity with world cultures, history, geography, and issues; knowledge of the democratic process and comfort in exercising its features; constructive commitment to civic responsibility, community welfare, and human rights.

Culture is the essence of the intellectual and spiritual products of humanity. It consists of the ideas, values, behaviors and traditions, which shape the identity of a people. Culture is dynamic and embraces enduring as well as emerging traditions. Culture has been defined as the entire body of meaningful objects, institutions and texts in which a given society's values are expressed. Culture is represented in the form of books, paintings, buildings, films, music, dance, theater, stories, language, social institutions, and other cultural products. The speed and scale of cultural contact and cultural mixing has increased faster than in any other century in human history. Experiences as individuals and success as a country and a culture depend on one's ability to understand and interact with people from all the cultures of the world. Fulfillment as an individual and appreciation of our own culture is based on familiarity with its forms and functions. Individuals need to possess an understanding of cultural products in the traditional modes of language, literature, fine arts, and philosophy as well as in the modern forms of film, photography, and journalism.

The Washington State Commission on Student Learning defines communication as "a process by which we assign and convey meaning in an attempt to create a shared understanding." It is a process that is integrated into all aspects of the curriculum. Effective communication involves the skills of writing, reading, and viewing, listening, and speaking. Communication is fundamental to all aspects of school and learning, work and family. Communication skills are necessary and fundamental to success in today's world. Students need to be able to read, write, speak, listen, observe, and create technical media. Students should be able to analyze, evaluate, and synthesize information communicated to them. They need to be versatile communicators, relying upon a repertoire of communication skills. It is very important that students use their skills to solve problems within communications and other fields of work and learning as well. Practicing these communications skills across the curriculum will help our students make a successful transition to higher education, technical training, or the world of work.

Content Standards

- 1. Reading/Viewing**
- 2. Writing**
- 3. Speaking**
- 4. Citizenship and Culture**

. Students at TCS may select from the following examples of the required components to provide evidence of their proficiency in each area of the CCC portfolio

CCC Portfolio Contents

Writing	Reading/Viewing
<p>HUMANITIES</p> <ul style="list-style-type: none"> ❑ Writing WASL(level 3 or level 4) ❑ Evidence of writing process (9th/10th grade) ❑ Research paper (11th grade) ❑ Persuasive writing (11th grade) ❑ Creative/non-fiction writing (1 piece from each year) <p>Examples:</p> <ul style="list-style-type: none"> ○ Autobiography/personal memoir ○ Personal declarations ○ Journalistic writing ○ Historical monologues ○ Poetry ○ Character monologues ○ Dramatic writing (oral history project scripts) ○ Short story ○ MUN position papers <p>SPANISH</p> <ul style="list-style-type: none"> ❑ Spanish written composition – level 1 ❑ Spanish written comoposition- level 2 	<p>HUMANITIES</p> <ul style="list-style-type: none"> ❑ Reading WASL(level 3 or level 4) ❑ 2 literary analysis essays ❑ 1 Media analysis example <p>Examples:</p> <ul style="list-style-type: none"> ○ Documentary film viewing guide (9th/10th grade) ○ Film reflection (9th/10th grade) ○ Cartoon analysis ○ Advertising analysis <ul style="list-style-type: none"> ❑ Annotated bibliography of 20 books (5 from each year for books read in class)
Other Content Items	Speaking/ Listening
<ul style="list-style-type: none"> ❑ 2 credits of World Language ❑ 7 credits of Humanities 	<p>HUMANITIES</p> <ul style="list-style-type: none"> ❑ 12th grade book chat (rubric) ❑ Oral presentations <p>Examples:</p> <ul style="list-style-type: none"> ○ Oral History project (9th/10th grade) ○ Socratic seminar (rubric— 9th/10th grade) ○ Persuasive testimony (11th grade) ○ Readers Theater ○ Voice presentations <p>SPANISH</p> <ul style="list-style-type: none"> ❑ Spanish oral presentation- level 1 ❑ Spanish oral presentation- level 2

Citizenship and Culture Investigation

- ❑ 2 Social Science Analysis Samples –
 - 9/10 examples:
 - Regional Map Tests
 - Travel Agent project
 - Contemporary Native Issues Project
 - Colonial Life Project
 - Revolutionary Self-Portraits
 - Political Cartoons
 - Europe and The Arts Final Project
 - African Affairs Project
 - What is Power essay
 - 12th grade:
 - Communism Reflection Paper
 - Psychology Project
- ❑ 2 Civics and government work samples:
Examples:
 - Pre-course Citizenship Reflection
 - Post-course Citizenship Reflection
 - Letter to Your Elected Official
 - Phone call Outline and Reflection
 - Public Hearing Reflection
 - Petitioning Reflection
 - Olympia Reflection
- ❑ Service Learning – 60 hours with reflection

Additional Components - Passing proficient assessment rubrics for:

- ❑ At least 2 of the above pieces of work must show growth in understanding and personal expression over time.