Objective 23.6

**OBJ 23.6 Teacher Instructions & Overview**

[CASAS EL Civices Objective 23.6 (Links to an external site.)](https://www2.casas.org/elc/index.cfm?fuseaction=COAAPSList.details&ELCAssessStatusID=19263)

Max Points:

Beginning Low: 23

Beginning High: 28

Intermediate Low: 44

Intermediate High-Advanced: 46

Passing Score:

Beginning Low:17

Beginning High: 23

Intermediate Low: 30

Intermediate High: 36

Advanced: 41

EL Civics Objective 23.6 covers the skills of researching and presenting on Community Service Agencies. This Module and the Tasks have been created for ALL LEVELS of students.

For this objective, there are only 2 Tasks:

* Task 1: Research and Present on 1 Community Service Agency
* Task 2: Match a Problem with a Resource/Agency

In order to complete these tasks, you will need to assess your students' abilities to

* research,
* relay information,
* create a visual aid,
* present the information and visual aid,
* understand resource services,
* choose the correct agencies for specific situations

The practice activities are provided to help you teach both content and soft skills. These assignments and pages can be altered in any way you find best fits your needs and the needs of your students.

**Step 1: Task 1 Oral Report on a Community Service Agency**

1. Introduce the Objective

2. Teach “Reviewing Resources”

3. Teach “Practice for Researching Community Service Agencies”

4. Teach “Tips for Creating Great Visual Aids:

5. Teach “Class Presentations”

6. Have students present and complete Task 1 (EXAM) OR teach Task 2 curriculum and have students present LATER

\*You may teach and test students in any order you find the most appropriate for your students.

**Step 2: Task 2 Match a Problem with a Resource**

1. Teach “Practice for Matching Problems with Resources”

2. Give Task 2 (EXAM)

**Step 3: Review & Submit**

1. Grade the Tasks

2. Submit Tasks to Department

3. Give students feedback

| ELC 23.6 Task 1 Rubric | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| Content | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **18.0 pts**  **6 Topics Covered**  Report is appropriate, clear, and has correct content. All 6 topics are covered. Ideas are well stated, clearly expressed, well organized, and supported with concrete, relevant detail. No inference is required. There may be errors but they do not interfere with meaning. | **16.0 pts**  **5 Topics Covered**  Report is appropriate, clear, and has correct content. At least 5 topics are covered. Some ideas may not be well stated. Contains some relevant detail and is adequately organized. May require minimal inference. There may be errors, but they do not interfere with meaning. | **14.0 pts**  **4 Topics Covered**  Report is appropriate and has correct content but may lack clarity. At least 4 topics are covered. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. There may be errors, but they do not interfere with meaning. | **12.0 pts**  **3 Topics Covered**  Report has correct content but lacks clarity. At least 3 topics are covered. May be unfocused with little or no supporting detail. May require a substantial degree of inference. There may be errors which interfere with meaning, but the response can be understood with inference. | **0.0 pts**  **No Points**  Report is inappropriate, unclear, incorrect, no questions are answered, or there is no report. | | 18.0 pts |
| Presentation | |  |  | | --- | --- | | **2.0 pts**  **Full Points**  Student uses effective speech and body language through most of the presentation and refers to a relevant visual aid. | **0.0 pts**  **No Points**  Student reads the entire report or speaks too softly to be heard and/or does not refer to or have a visual aid. Body language distracts from the report. | | 2.0 pts |
| Visual Aid | |  |  |  | | --- | --- | --- | | **4.0 pts**  **Full Points**  Visual aid(s) is relevant and appropriate and delineates the main points of the oral report. Visual aid is legible and neat if handwritten. | **2.0 pts**  **Partial Points**  Visual aid(s) is relevant and appropriate and but may not completely delineate the main points of the oral report. Visual aid is legible but may not be neat if handwritten. | **0.0 pts**  **No Points**  Visual aid(s) is not relevant, not appropriate, does not delineate any of the main points of the report or is not legible or neat if handwritten or no visual aid(s). | | 4.0 pts |
| Total Points: 24.0 | | |

**OBJ 23.6 Task 2 Rubric (BL-BH)**

OBJ 23.6 Task 2 Rubric (BL-BH)

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning Outcome  Choice of Agency 1 | |  |  | | --- | --- | | **1 pts**  **Full Points**  Response is correct and comprehensible. | **0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1 pts |
| This criterion is linked to a Learning Outcome  Choice of Agency 2 | |  |  | | --- | --- | | **1 pts**  **Full Points**  Response is correct and comprehensible. | **0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1 pts |
| This criterion is linked to a Learning Outcome  Choice of Agency 3 | |  |  | | --- | --- | | **1 pts**  **Full Points**  Response is correct and comprehensible. | **0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1 pts |
| This criterion is linked to a Learning Outcome  Choice of Agency 4 | |  |  | | --- | --- | | **1 pts**  **Full Points**  Response is correct and comprehensible. | **0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1 pts |
| This criterion is linked to a Learning Outcome  Choice of Agency 5 | |  |  | | --- | --- | | **1 pts**  **Full Points**  Response is correct and comprehensible. | **0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1 pts |
| This criterion is linked to a Learning Outcome  Choice of Agency 6 | |  |  | | --- | --- | | **1 pts**  **Full Points**  Response is correct and comprehensible. | **0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1 pts |
| This criterion is linked to a Learning Outcome  Choice of Agency 7 | |  |  | | --- | --- | | **1 pts**  **Full Points**  Response is correct and comprehensible. | **0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1 pts |
| Total Points: 7 |  |  |

| OBJ 23.6 Task 2 Rubric | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| Choice of Agency 1 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 2 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 3 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 4 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 5 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 6 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 7 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 8 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 9 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Choice of Agency 10 | |  |  | | --- | --- | | **1.0 pts**  **Full Points**  Response is correct and comprehensible. | **0.0 pts**  **No Points**  Response is incorrect or incomprehensible, or there is no response. | | 1.0 pts |
| Explanation of Agency 1 | |  |  |  | | --- | --- | --- | | **2.0 pts**  **Full Points**  Explanation is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | **1.0 pts**  **Partial Points**  Explanation is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the explanation can be understood with inference. | **0.0 pts**  **No Points**  Explanation is inappropriate, incomprehensible, or incorrect, or there is no explanation. | | 2.0 pts |
| Explanation of Agency 2 | |  |  |  | | --- | --- | --- | | **2.0 pts**  **Full Points**  Explanation is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | **1.0 pts**  **Partial Points**  Explanation is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the explanation can be understood with inference. | **0.0 pts**  **No Points**  Explanation is inappropriate, incomprehensible, or incorrect, or there is no explanation. | | 2.0 pts |
| Explanation of Agency 3 | |  |  |  | | --- | --- | --- | | **2.0 pts**  **Full Points**  Explanation is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | **1.0 pts**  **Partial Points**  Explanation is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the explanation can be understood with inference. | **0.0 pts**  **No Points**  Explanation is inappropriate, incomprehensible, or incorrect, or there is no explanation. | | 2.0 pts |
| Explanation of Agency 4 | |  |  |  | | --- | --- | --- | | **2.0 pts**  **Full Points**  Explanation is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | **1.0 pts**  **Partial Points**  Explanation is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the explanation can be understood with inference. | **0.0 pts**  **No Points**  Explanation is inappropriate, incomprehensible, or incorrect, or there is no explanation. | | 2.0 pts |
| Explanation of Agency 5 | |  |  |  | | --- | --- | --- | | **2.0 pts**  **Full Points**  Explanation is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | **1.0 pts**  **Partial Points**  Explanation is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the explanation can be understood with inference. | **0.0 pts**  **No Points**  Explanation is inappropriate, incomprehensible, or incorrect, or there is no explanation. | | 2.0 pts |
| Explanation of Agency 6 | |  |  |  | | --- | --- | --- | | **2.0 pts**  **Full Points**  Explanation is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning. | **1.0 pts**  **Partial Points**  Explanation is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the explanation can be understood with inference. | **0.0 pts**  **No Points**  Explanation is inappropriate, incomprehensible, or incorrect, or there is no explanation. | | 2.0 pts |
| Total Points: 22.0 | | |

**OBJ 23.6 Teacher Resources**

**Community Service Agencies**

**All activities and handouts in this packet are provided for your convenience as you teach this unit. They are optional. However, spending a total of 30 hours on this objective is expected according to CASAS EL Civics requirements.**

**Introductory Activities**

Class Discussion:

* What are Community Service Agencies?
  + Examples?
* Have you ever used one?
* How do you find appropriate agencies?
* How do you know if the agency is the right one for certain problems?

Key Words/Phrases:

* Agency
* Location
* Hours of operation
* Contact information
* Services
* Eligibility
* Resources
* Problem situations
* Explanation
* Offers
* Verbs: let, make, have, help, get

**Practice for Task 1:** Reviewing Resources

ADVANCED

**Reviewing Resources**

When visiting a website or going to an organization in person, it is important to get as much information about what they offer in resources and what the eligibility is to receive the resources.

For example, the Community Services Agency of Mountain View, Los Altos and Los Altos Hills website shows us all the information we need.

First, visit the website: <https://www.csacares.org/>

Next, look at the website and go to the different "tabs" or links.

* When is the organization open?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Where is it located?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How do you contact them for specific questions?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Who is eligible for their services?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What types of resources does this organization offer?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now practice with other community service agencies!

**Practice for Task 1:** Practice for Researching Community Service Agencies

ADVANCED

**Practice for Researching Community Service Agencies**

Use the list of agencies below to find out about their resources and requirements.

List of Community Service Agencies:

* [DMV (Department of Motor Vehicles)](https://www.dmv.ca.gov/portal/)
* [Public Library (Temecula)](https://temeculaca.gov/445/Ronald-H-Roberts-Temecula-Public-Library)
* [Chamber of Commerce (Beaumont)](https://www.beaumontcachamber.com/)
* [Food Bank (Hemet)](https://www.vcpcares.org/)
* [City Websites (Perris)](https://www.cityofperris.org/)
* [Animal Rescues (Lake Elsinore)](https://animalfriendsofthevalleys.com/)
* [Healthcare Resources](https://www.healthforcalifornia.com/covered-california?gclid=eaiaiqobchmiua_uwz3i6givvh-tbh1dlauneaayasaaegiytvd_bwe) ([Covered California](https://www.healthforcalifornia.com/covered-california?gclid=eaiaiqobchmiua_uwz3i6givvh-tbh1dlauneaayasaaegiytvd_bwe); [Visiting Angels](https://www.visitingangels.com/redlands/home))
* Adult Education ([MSJC Adult Education](https://msjc.edu/adulted/))
* Housing Resources ([HUD;](https://www.hud.gov/" \t "_blank)[Additional Housing Resources)](https://www.unitedway.org/my-smart-money/pages/community-resources-to-help-with-housing)
* [General Assistance (Community Services Agency of Los Altos)](https://www.csacares.org/)

Make sure to take notes for the websites you visit. The following list of information is a good way to start:

* Name of Community Service Agency
* Website or source of information
* Location and Hours:
* Contact information (phone number, email, address, etc.):
* Services provided:
* Eligibility criteria:
* What kinds of problems could this resource help with?

When you are done visiting websites and taking notes, attach your notes to this assignment!

**Practice for Task 1:** Making Visual Aids

ADVANCED

**Tips for Creating Great Visual Aids**

**How to make engaging slides:**

1. Do the slides last: gather all your information and know what you want your peers to know. Otherwise, your presentation might be too long and boring.
2. Edit ruthlessly: no clutter or errors!
3. Use minimal words: use pictures, charts, diagrams, etc.
4. Remember the Rule of 3: 3 words per bullet, 3 bullet-points per slide.
5. Explain jargon: explain acronyms or uncommon language.
6. Use muted colors: super bright colors can be hard to see and distracting. Make sure to test your slides before you present.
7. Follow a strict slide format: every page is organized the same, making it look consistent.
8. Give each slide a single message: 1 idea/theme per slide and it should be the title of that slide.
9. Use occasional theoretical models: theoretical models can be things like pro/con lists, strengths vs weaknesses, images that show the audience positives and negatives, etc.
10. Look for inspiration all around: Pay attention to newspapers and TV bulletins. They tell a story using graphics, video and text; and they are free to watch for presenting tips!!

These visual aids tips have been adapted from: [10 Tips...Creating Great Visual Aids](https://www.presentation-guru.com/10-tips-for-creating-great-visual-aids/)

How to use videos:

* [PowerPoint](https://www.youtube.com/watch?v=XF34-Wu6qWU)
* [Google Slides](https://www.youtube.com/watch?v=OhshNXJtpkE)

**How to make an effective poster:**

* Make sure your writing is clear and large enough for the audience to read.
  + The title/name of the agency should be the largest text.
* Use pictures, graphs, charts, etc.
* Double check that all important information is on your poster!

**What Agency are you going to research for your presentation and visual aid?**

**Practice for Task 1:** Presenting Basics

ADVANCED

**Class Presentations**

Now that we have chosen our Community Service Agency and have found all the information needed to present, we need to talk about HOW to present!

Presenting to your classmates can be difficult and scary! However, if you know the information and practice, practice, practice you can give a wonderful presentation that will teach your classmates and keep them interested!

Here are some guidelines to help make presenting easier and better:

1. Everyone gets nervous about presenting but it's something we ALL have to do whether for class or work.
   * Make sure you memorize the information and practice. Practice in front of the mirror, with classmates and even family.
   * If you are not prepared, you will seem very anxious. This doesn't mean you will get a bad grade but it can make your presentation unclear and look unorganized.
2. The opening is always important.
   * It is a very good idea to introduce yourself
   * Telling a story or asking the class a question can help you relax and get the audience involved.
   * Tell your audience what you will be talking about. EXAMPLE: "I'm going to talk about 6 things. First, I will talk about... Then, I will..."
3. Getting the audience involved can make your presentation more interesting.
   * Ask questions
   * Take a show of hands
   * Ask for examples
4. During your presentation make sure you do the following:
   * Use note cards; don't just read from your poster or slides
   * Think of a presentation like you're having a conversation
   * Make eye contact with your classmates and/or teacher
5. Make an impression.
   * Stand/sit with good posture (stand up straight)
   * Be still: don't move around too much, don't play with your hair or glasses
   * Dress appropriately!

\*Information adapted from: [https://www.towson.edu/cla/departments/psychology/grad/human-resource/documents/guidelines\_for\_student\_presentations\_in\_class.pdf (Links to an external site.)](https://www.towson.edu/cla/departments/psychology/grad/human-resource/documents/guidelines_for_student_presentations_in_class.pdf)

* + More Presentation Tips: [https://www.powtoon.com/blog/17-killer-presentations-tips-students-stand/ (Links to an external site.)](https://www.powtoon.com/blog/17-killer-presentations-tips-students-stand/)

Watch the video below to see examples of good and bad presentations:

Good vs Bad Presentations. [Good Presentation VS Bad Presentation \* (Links to an external site.)](https://www.youtube.com/watch?v=V8eLdbKXGzk&feature=youtu.be)

**What is your biggest issue with presenting to a group of people?**

**Practice for Task 2:** Matching Problems with Resources

ADVANCED

**OBJ 23.6 Practice Matching Problems with Resources (Agencies)**

* What are some examples of problems people regularly have? (Show Pictures)
* What are some resources that can help us solve these problems?

List of Community Service Agencies:

* [DMV (Department of Motor Vehicles) (Links to an external site.)](https://www.dmv.ca.gov/portal/)
* [Public Library (Temecula) (Links to an external site.)](https://temeculaca.gov/445/Ronald-H-Roberts-Temecula-Public-Library)
* [Chamber of Commerce (Beaumont) (Links to an external site.)](https://www.beaumontcachamber.com/)
* [Food Bank (Hemet) (Links to an external site.)](https://www.vcpcares.org/)
* [City Websites (Perris) (Links to an external site.)](https://www.cityofperris.org/)
* [Animal Rescues (Lake Elsinore) (Links to an external site.)](https://animalfriendsofthevalleys.com/)
* [Healthcare Resources (Links to an external site.)](https://www.healthforcalifornia.com/covered-california?gclid=eaiaiqobchmiua_uwz3i6givvh-tbh1dlauneaayasaaegiytvd_bwe) ([Covered California (Links to an external site.)](https://www.healthforcalifornia.com/covered-california?gclid=eaiaiqobchmiua_uwz3i6givvh-tbh1dlauneaayasaaegiytvd_bwe); [Visiting Angels (Links to an external site.)](https://www.visitingangels.com/redlands/home))
* Adult Education ([MSJC Adult Education (Links to an external site.)](https://msjc.edu/adulted/))
* Housing Resources ([HUD; (Links to an external site.)](https://www.hud.gov/)[Additional Housing Resources) (Links to an external site.)](https://www.unitedway.org/my-smart-money/pages/community-resources-to-help-with-housing)
* [General Assistance (Community Services Agency of Los Altos)](https://www.csacares.org/)

Look at the table below and practice matching problems with the resources listed. Write the most appropriate agency for each problem.

|  |  |
| --- | --- |
| **Problem Situations** | **Agency & Services** |
| 1. I want to learn English but don't have time for classes. |  |
| 2. I want to adopt a cat. |  |
| 3. I need help paying my rent. |  |
| 4. I just bought a new car and need to put it under my name. |  |
| 5. I'm interested in childcare as a career. |  |
| 6. I want to know where the parks in my city are because all the gyms are closed. |  |
| 7.I hurt my back and need to find a chiropractor. |  |
| 8. I want to get a license for my new business. |  |
| 9. I need to complete volunteer hours for school. I want to help feed the hungry. |  |
| 10. I am new to the city. How can I find out more about it. |  |

Now, explain why you chose the agencies for the specific problems.

EXAMPLE:

|  |  |  |
| --- | --- | --- |
| **Problem Situations** | **Agency & Services** | **Explanation** |
| 1. I want to learn English but I don't have time for classes. | Public Library | The public libraries have lots of books to practice reading at all levels of English. There are also computers to watch videos and learn English using the Internet. |

When explaining why the resource is best for the problem, think about what the agencies offer and can best help with the problem. (A phrase or sentence that describes the services will work.)

Explanations for Agency Choice: