

Context Clue Circle

Research the case, discuss priorities, and qualify your recommendation.

9.P.ST.1.a "Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before reading, jot one assumption about what makes a service requirement fair and useful. Research this case by consulting A-C: underline constraints and circle unconfirmed information. Compare the sources before discussing a recommendation.

Should Service Hours Be Required?

A. Council proposal, October 2

All people, dates and records in this case are fictional. The ninth-grade council proposes a 20-hour community-service requirement for next year. Its goal is meaningful community participation by all 120 students, not simply recorded hours. The principal has requested a feasibility recommendation before considering a policy. No requirement has been approved. The council chose a blue cover for its proposal.

B. Student survey, October 4

Of 90 respondents, 54 said they could attend weekend events and 36 said they could not. Thirty students did not reply. Among respondents, 22 reported having no reliable weekend transport; this group may overlap with those unavailable on weekends. The survey asked about availability and transport, but did not measure the educational value of particular activities or how many hours students could complete.

C. Partner and school messages, October 6

The community center can offer three Saturday sessions for up to 20 students each, lasting two hours per session. It cannot promise additional sessions yet. The library is willing to discuss supervised service tasks during school advisory periods, subject to staff and timetable approval. A teacher notes that students already have different family and work commitments and asks the council to consider flexible participation. Neither message approves a school-based program.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How does a detail from the records support or challenge your initial assumption? Identify the source.

- 2** Why can you not add B's 22 students without transport to its 36 unavailable students and report 58 different students with barriers?

- 3** Could C's offered Saturday sessions alone satisfy A's proposed requirement? Explain using the duration and capacity.

- 4** Choose one detail that is less relevant now and one missing fact that could change the recommendation. Explain why.

3 YOUR TURN

Your own words

With a partner or teacher, discuss whether to approve the requirement, investigate a flexible pilot or pursue another approach. Use prior knowledge and research in A-C to identify the context most relevant to the goal.

1. Discuss and reconsider

Each student must cite a record and respond to a partner's contribution. Record a contribution that sharpened your thinking and identify its source.

2. Rank and recommend

Rank three context factors and explain their effects on A's goal. Recommend a conditional plan using the records. Distinguish capacity from unique participants and address an alternative.

3. Plan the decisive check

Name an unknown, who could verify it and how the answer could change your plan. Explain why this check matters more than your less relevant detail.

PART 1 • READ AND MARK

Before reading, jot one assumption about what makes a service requirement fair and useful. Research this case by consulting A-C: underline constraints and circle unconfirmed information. Compare the sources before discussing a recommendation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does a detail from the records support or challenge your initial assumption? Identify the source.	Answers vary. A student might assume weekends suit everyone, then cite B: 36 respondents cannot attend weekends and thirty students have not replied. The assumption should be tested against the record, not simply restated.
2	Why can you not add B's 22 students without transport to its 36 unavailable students and report 58 different students with barriers?	The groups may overlap, so addition could count the same person twice. Availability is unknown for the thirty students who did not respond.
3	Could C's offered Saturday sessions alone satisfy A's proposed requirement? Explain using the duration and capacity.	No. Even attending all three two-hour sessions would give one student only six hours, fewer than twenty. The three sessions offer sixty attendance places, not guaranteed places for sixty different students or all 120 students.
4	Choose one detail that is less relevant now and one missing fact that could change the recommendation. Explain why.	The blue cover is less relevant to feasibility than access or capacity. Confirmed school-time opportunities, supervision or likely learning value could change the recommendation. Other justified choices are acceptable.

PART 3 · YOUR TURN (SAMPLE ANSWER)**Discussion record: example, not a script**

I initially assumed enough weekend events would make the requirement accessible. A partner might point to B's 36 respondents who cannot attend weekends and C's possible school-time alternative. That would shift my focus from event quantity alone to flexible access. Students must record their actual discussion.

Conditional recommendation

Do not approve the 20-hour requirement yet. First, access matters because A's goal includes all 120 students, while B shows a weekend barrier for 36 respondents and leaves thirty students' availability unknown. Second, confirmed capacity matters: the center offers only 120 person-hours if all places are filled, compared with 2,400 person-hours for the proposed requirement across the grade. Those figures do not show how many unique students would participate. Third, meaningful work and supervision matter; counting hours alone does not establish the participation goal.

Investigate a flexible pilot with school-time and weekend options rather than treating a weekend-only plan as sufficient. The library's willingness to discuss tasks is promising but is not approval. A voluntary pilot could help test access and useful work; the council should examine whether its participants represent students with different constraints before using the results to support a requirement.

Decisive check

Ask the library and school coordinator to confirm possible tasks, supervision and timetable capacity, and consult students who did not answer the survey. If suitable school-time opportunities can reach students excluded by weekends, a flexible pilot becomes more feasible. If they cannot, revise the proposal. These facts affect access and meaningful participation; the cover color does not.

TEACHER ASSESSMENT NOTES

Evaluate source consultation, actual discussion and justified ranking of context. The 22-person transport group may overlap with the 36 unavailable respondents. Center capacity is $3 \times 20 \times 2 = 120$ person-hours; the proposed grade-wide requirement is $120 \times 20 = 2,400$ person-hours. These totals do not measure unique participants or meaningful learning. No policy, extra session or school program is approved. Accept alternatives supported by the evidence and its limitations.