

<p>T, M, A</p>	<ul style="list-style-type: none"> ● Development ● Language/Media ● Conventions <p>Social Studies Department Writing Rubric with 5 criteria and 4 bands of success:</p> <ul style="list-style-type: none"> ● Introduction with claim and historical context ● Support using evidence ● Support using explanatory bridges ● Critical thinking ● Conventions 	<p>Role = Students assume a fictional, but historically accurate identity of a person who lived through the decolonization and eventual independence of their specific country.</p> <p>Audience = Classmates within and beyond their class period.</p> <p>Situation = Students research data from multiple print and electronic sources, plan, and present a series of social media posts.</p> <p>Product and performance = Students present a series of social media posts (minimum 10), spanning the specific years of a country's independence, including a Works Cited page in proper MLA format.</p> <p>Standards/criteria for success = Social media posts are accurate and complete with all required elements presented in an eloquent, easy to read series of posts.</p> <p><i>The nationalist and independence movements that accompanied decolonization brought full global citizenship to many parts of the world. These ideas present an opportunity to consider the importance of recognizing the histories of everyone in the world.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when presenting a formal TED-Ed talk and/or writing a formal essay in response to a prompt. The response will include a claim, reasons to support the claim, and historical context in the introduction. Each reason will have its own paragraph and be supported with evidence from multiple sources and explained (bridged) to show its support of the claim. Evidence will be documented with in-text citations and a Works Cited in proper MLA format. The essay will have a conclusion that restates the claim and reasons and offers some insight or calls the reader to action.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> ● Choose a revolutionary leader from a newly independent country in the 20th century and describe how they played a decisive role in their country's history. ● Choose a political, economic, or social movement and describe how it played a decisive role in winning the independence of a new country in the 20th century.
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		<ul style="list-style-type: none"> Choose a newly independent country in the 20th century that still struggles with political, economic, or social discord despite its people's efforts.
A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i>
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about decolonization, independence movements, and nationalism in Asia, Middle East, and Africa. Answering daily review, preview, summary, and speculative questions.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural situation within Asia, Middle East, and Africa. For example, students can analyze primary sources on the partition of India. They can contrast Nehru and Gandhi's argument for a unified India with Jinnah's argument for a separate Muslim state. They can then examine excerpts from people who experienced the violence of partition to see the effects of that decision.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes.
T, M, A	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests.

Code		
Code	<i>Pre-Assessment</i>	
	“Know-Want to Know” questioning about newly independent countries in the 20th century with Think-Pair-Share	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about the second wave of nationalism, decolonization and wars of independence.</p>	Progress Monitoring
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. “How did nationalism ignite conflict between traditionalists and modernists?”	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students will make a graphic organizer to compare wars of independence in Asia and Africa including categories for leaders, goals, involvement of outside forces, and outcomes.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
M, A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about the actions of common people, ethnic minorities, revolutionaries, and government officials in promoting nationalism and independence movements. Students may create social media posts from multiple perspectives.	Teacher looks for engaged and evidence-based responses from multiple students.

T, M ,A	Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as distractors.	
T, M, A	Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.	

<p>ESTABLISHED GOALS from the CT Common Core and CT Social Studies Framework</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.</p>	<i>Transfer</i>	
<p>CCSS ELA-Literacy.RH.9-10.3: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS ELA-Literacy.WHST.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</p> <p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Industrialized nations and economically developing nations are interdependent economically and politically. 2. Technology, free trade, and international organizations, including non-governmental organizations, have contributed to globalization. 3. Effects of globalization include continued rapid urbanization, rise of a new global middle class, new forms of communication and transportation, disruptions to family life, and environmental degradation. 4. Not everyone has prospered as a result of globalization, nor have all places experienced globalization in the same way. 5. Issues of global concern include poverty, human rights, and the environment (pollution 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. How and why did the balance of world power shift away from Western Europe? 2. Who were the leading figures of globalization and how did their intellectual contributions change governments and societies? 3. How will people continue to innovate and produce the goods and services deemed necessary by modern society? 4. How can modern society mitigate the social, economic, and environmental harm caused by globalization? 5. To what extent has globalization influenced new social class interactions, the creation of global society, and new forms of art, literature, and music?
<i>Meaning</i>		

<p>counterclaims and evidentiary weaknesses.</p> <p>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.</p> <p>CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p> <p>GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>ECO 9–12.3 Explain why advancements in technology and investments in</p>	<p>and climate change).</p> <p>6. Terrorism presents a new set of challenges for nations and international organizations like the United Nations.</p>	
Acquisition		
	<p><i>Students will know...</i></p> <p>Technology</p> <ul style="list-style-type: none"> ● computer revolution ● Internet ● bio-tech ● space exploration ● Examples of global culture: Facebook, TikTok <p>International relations</p> <ul style="list-style-type: none"> ● international treaty organizations, international economic associations ● multinational corporations ● nongovernmental organizations ● nuclear nonproliferation ● terrorism ● Islamic fundamentalism, Al Qaeda, ISIS <p>Economic development</p> <ul style="list-style-type: none"> ● Human Development Index ● Purchasing Power Parity ● sustainable development ● import substitution ● birth and death rates ● urbanization ● population density <p>Human Rights</p> <ul style="list-style-type: none"> ● Universal Declaration of Human Rights, specifically rights for internally displaced persons, migrants, women, and children ● indigenous populations ● ethnic cleansing/genocide ● literacy rates <p>Environment</p> <ul style="list-style-type: none"> ● Green Revolution 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying the causes and effects of globalization on the production, distribution, and consumption of goods and services ● Explaining the relationship between political and economic changes brought on by globalization. ● Identifying the changes in human lives brought on by globalization. ● Comparing and contrasting the effects of globalization on the upper, middle, and lower classes within industrialized and developing nations. ● Evaluating the contributions of inventors, artists, writers, musicians, and reformers in response to economic and technological changes. ● Debating whether globalization and international trade has led to greater cooperation or conflict. ● Crafting a historical argument using evidence. ● Explaining a source’s point of view, purpose, historical situation, and audience. ● Composing a thesis that addresses a question or prompt in a comprehensive manner and portrays understanding of multiple sides of an issue.

capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> ● desertification ● sea level rise ● spread of global diseases (AIDS, flu, Covid) ● climate change, global warming, pollution 	
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Peer assessment using a student-created rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>Advances in technology and communication have brought the world closer together than ever before, yet societies are experiencing stress fractures as globalization challenges established models of governance, economics, social mobility, education, and family structures. These themes allow students to explore change and continuity over time.</i></p> <p>Students will demonstrate the following facets of understanding: explain, apply, interpret, take a perspective, and show empathy when writing a personal reflection in response to a prompt.</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> ● Choose a recent change in the world and describe how it affects your daily life. ● Choose one of the many seismic changes you studied in world and modern world history and argue how it was a nexus event (central to understanding a major theme of the world’s history). ● Choose a person, idea, or event in world history and place it in an alternative universe. Narrate how it may have changed history in a different way.

A	Evaluation of student notebooks with these criteria for success: accuracy in definitions and descriptions of vocabulary terms, key people, and historical concepts.	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> Guided reading and note-taking from primary and secondary sources, global studies textbook, and teacher-created slideshows about globalization.
M, A	Evaluation of student participation in collaborative small group and whole class discussions with these criteria of success: cooperation, effective time management, accurate and thoughtful contributions that move discussions in a positive direction.	Answering daily review, preview, summary, and speculative questions.
T, M, A	Evaluation of student critical thinking and/or creative generation of ideas with these criteria for success: cooperative and collaborative approach; accuracy and comprehensive responses to prompts; focused and articulate presentation of ideas.	Creating visual, oral, and/or written responses to show, organize, analyze, document, propose, role-play, and/or assess a political, economic, social, and/or cultural situation across the globe. For example, students can collaborate in groups to find examples of the globalization of culture in the areas of music, movies, social media, global sporting events, global online commerce, global brands, and global food and drink.
T, M	Evaluation of student test-taking skills with these criteria of success: accuracy and completion, ability to eliminate distractors.	Multiple choice and short answer quizzes
T, M, A	Evaluation of student mastery of content and skills with these criteria of success: accuracy, depth in detail, and completion of all tasks.	Multiple choice, stimulus-based, short answer, and short essay tests.

Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Interview an older family member, neighbor, or adult at school about a change in their daily life because of technological change. Conduct a class discussion about “the way life was” in comparison to the way it is in the present, and possibly, ask students to make predictions about the near and far futures.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will provide readings from textbook or primary and secondary sources (Brown University Choices, Stanford Program in International and Cross-Cultural Education {SPICE}, Yale Center for International and Area Studies, NYTimes/Scholastic Upfront and/or Stanford History Education Group Reading Like a Historian) about contemporary globalization.</p>	Progress Monitoring
M, A	Students will take notes to acquire domain specific vocabulary and general and specific biographical details, and paraphrase sources to demonstrate comprehension.	Teacher review of notes as students pair with a partner to review difficult concepts, unfamiliar terms, and questions. May result in whole class review and discussion if the majority of students are struggling with a vocabulary term, concept, and/or skill.
M, A	Teacher will ask provocative, open-ended questions using unit vocabulary, concepts, and skills, i.e. “How can modern society mitigate the social, economic, and environmental harm caused by globalization?”	Teacher looks for engaged and varied responses from multiple students.
M, A	Students will view short videos (from NYTimes Learning Network, PBS, BBC, TED-Ed, or National Geographic) and answer interpretive, inferential, and analysis questions.	Teacher looks for engaged and varied responses to scaffolded questions from multiple students.
M, A	Students will make a graphic organizer to rank order the most promising innovations and the most pressing problems of the 21st century.	Teacher circulates to ensure that students are practicing low to higher level thinking skills. Periodic pauses for students to explain answers in their own words.
M, A	Students will work cooperatively to discuss, interpret, analyze, and/or make judgments about the changes brought on by globalization and suggest changes to more successfully live with globalization. Students may give speeches to advocate for changes.	Teacher looks for engaged and evidence-based responses from multiple students.
T, M, A	Students will practice test-taking strategies with practice quizzes to explain why the right answer is correct and how the other choices serve as	

T, M, A	distractors. Students will practice argumentative writing strategies to isolate elements of the argumentative writing process, i.e. claim/thesis, historical context, reasoning, gathering evidence, explaining evidence, documenting evidence, summarizing, making conclusions, and transitioning.	
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