**Social Studies Focus**

1. How do you do social studies now?
   1. Textbook
   2. Cover content
   3. Projects that are fun
   4. What are your standards?
2. What do you want kids to leave your social studies curriculum with?
   1. Informed citizens (know basic history details and Core Democratic principles?)
   2. Cause and effect
   3. Compare and contrast
   4. Change in continuity over time
   5. How to read charts and maps
   6. Cite evidence to prove a claim
   7. Different between fact/opinion, bias?
   8. Give social studies document
   9. Summatives that incorporate many of these into one project
   10. Formative check-ins through the year
3. Civil War Project example
   1. Cause and effect
   2. Cite evidence to prove a claim
   3. How to assess with summative
      1. T-chart with paragraph
      2. Make board game with justification in rules
      3. Talk show with veterans as guests
      4. “Fill in the blank” from Spanish civil war
   4. How to assess with formatives
      1. Primary sources to analyze evidence and claims
      2. Read maps to practice cause and effect
      3. “Textbook test” WITH answers and then justify answers
      4. What if we had a civil war now?

**“AP” Global II Research Project Rubric**

The idea behind this project is to accurately research the individual, theme, movement, etc. that you have selected and present your findings to the rest of the class. I would suggest taking a problem or unique aspect or perspective associated with a bigger subject matter (China, India, South America, etc.). Your objective is to inform your classmates about the important facts surrounding your subject, by presenting it in an interesting manner with the aid of visuals and other unique items. You can bring in videos clips, interview people, and other creative devices that will help enhance your presentation. This will make up several grades related to your marking period grade and to your Final Exam grade. Your research report and presentation will be graded on the following standards:

**\_\_\_\_/30** The research paper is typed, double-spaced, 12-point font, free of misspellings and poor writing mechanics, and is between **8-10** pages in length. I would like both the first and final draft turned in for full credit. This is a polished copy, free of silly mistakes- PROOFREAD!!!

**\_\_\_\_/20** Research has been done outside of class and student has listed a **BIBLIOGRAPHY** with a minimum of **5 sources** at the end of their paper (not all being internet sources, you must get some outside reading material). While most of this project consists of facts, the student has not plagiarized another author’s voice and has attempted to offer their own insight and/or voice to the paper. Use either APA or MLA format, just be consistent!

**\_\_\_\_/75** Research is complete and highlights the **KEY** points and important events involving the subject, as well as your own insights into why you think this subject is of great importance to the class and to the world of Global Studies. The idea should be specific and it should try to say something profound, and take the reader away from a general, broad scope, to a detailed idea within the “bigger picture. “The paper also addresses the following theme in **full** detail: **What events or ideas that we have previously studied this semester or in other classes are connected to or threaded throughout your topic? How? You should spend at least one ½ to a full page on this question alone!!**

**\_\_\_\_/75** Presentation is well rehearsed and interesting, is between **6-10** **minutes** in length, and presents the important highlights in a useful manner to the audience, so that they have a good understanding of your subject. Use visuals, multimedia and dress appropriately.

**\_\_\_\_/200 TOTAL**

**\_\_\_\_/15+** **EXTRA CREDIT:** Student has gone to extra lengths by finding pictures, maps, speeches, models or other relevant historical artifacts directly relating to their subject.

**What do you notice about the grading/assessing practices suggested in this rubric? What does it really measure? How would you convert this to SBL principles?**

**“AP” Global II Research Project Rubric**

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| **Original Instructions** | **SBL Modification** |
| The idea behind this project is to accurately research the individual, theme, movement, etc. that you have selected and present your findings to the rest of the class. | The idea behind this project is to **give you an opportunity to show your proficiency in X, Y, and Z** |
| This will make up several grades related to your marking period grade and to your Final Exam grade. | This will be your summative assessment of XYZ that we have been practicing this whole unit. Review your formative feedback to help you succeed on this summative. |
| Your research report and presentation will be graded on the following standards: | On the original document, these are not standards. They are tasks that they learners have to complete in order to get points. |
| **30 points =** The research paper is typed, double-spaced, 12-point font, free of misspellings and poor writing mechanics, and is between 8-10 pages in length. I would like both the first and final draft turned in for full credit. This is a polished copy, free of silly mistakes- PROOFREAD!!! | **I can….**  Follow formatting logistics of a task.  4.0 3.0 2.0 1.0 |
| **20 points =** Research has been done outside of class and student has listed a BIBLIOGRAPHY with a minimum of 5 sources at the end of their paper (not all being internet sources, you must get some outside reading material). While most of this project consists of facts, the student has not plagiarized another author’s voice and **has attempted to offer their own insight** and/or voice to the paper. Use either APA or MLA format, just be consistent! | **I can….**  Follow formatting logistics of a task.  4.0 3.0 2.0 1.0 |
| **I can….**  Contextualize research to accomplish the task at hand.  4.0 3.0 2.0 1.0 |
| **75 points =** Research is complete and highlights the **KEY** points and important events involving the subject, as well as your own insights into why you think this subject is of great importance to the class and to the world of Global Studies. The idea should be specific and it should try to say something profound, and take the reader away from a general, broad scope, to a detailed idea within the “bigger picture. “The paper also addresses the following theme in **full** detail: **What events or ideas that we have previously studied this semester or in other classes are connected to or threaded throughout your topic? How? You should spend at least one ½ to a full page on this question alone!!** | **I can….**  Contextualize research to accomplish the task at hand.  4.0 3.0 2.0 1.0 |
| **I can….**  Connect significant entities across time.  4.0 3.0 2.0 1.0 |
| **I can….**  Organize information effectively: main ideas vs. details.  4.0 3.0 2.0 1.0 |
| **75 points** = Presentation is well rehearsed and interesting, is between **6-10** **minutes** in length, and presents the important highlights in a useful manner to the audience, so that they have a good understanding of your subject. Use visuals, multimedia and dress appropriately.  **EXTRA CREDIT:** Student has gone to extra lengths by finding pictures, maps, speeches, models or other relevant historical artifacts directly relating to their subject. | **Three grades 11-12 ELA Standards:**  1) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  2) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  **3)** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| **\_\_\_\_/200 TOTAL** | **Five standards total**  **A = Nothing below 3.0 & more 4.0s than 3.0s**  **B = Nothing below 2.0 & more 4.0s & 3.0s than 2.0s**  **C = Nothing below 2.0 & more 2.0s than 4.0s or 3.0s**  **E = Any scores below 1.0** |