

CURRICULUM GUIDE

Jakarta International School

SOCIAL STUDIES

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INTRODUCTION

The K-10 Social Studies Curriculum Guide was produced by the Learning Office at Jakarta International School. The document expands on the [JIS Curriculum and Learning Overview](#). It provides a summary of the learning area, and is intended as a resource for teachers and others who require detailed information: the rationale, instructional approaches specific to the subject, assessment, the learning goals, and an overview of units which constitute the building blocks of the curriculum.

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RATIONALE

Jakarta International School is a global community tied to the world by ever-increasing social, cultural, political, economic, and environmental connections. As part of this community, JIS students develop an appreciation and an understanding of various cultures; they value diversity and recognize the rights and responsibilities we, as world citizens, all share. JIS students learn in an educational setting that respects each individual's opinions while promoting innovation and self-direction. Through an integrated approach to the social sciences, they identify various points of view and understand the implications and consequences of past and current events and decisions. A JIS social studies education emphasizes the interactions of peoples and cultures across time and place while developing students' abilities to make well-informed and responsible decisions employing synthesis, analysis, evaluation, and application. JIS students embody enlightened ideals, empathy, and a sense of service to others in preparation for their roles as global citizens who contribute to a more just and sustainable world.

This philosophy implies:

- A comprehensive curriculum incorporating social, cultural, political, economic and environmental concepts and issues, as they relate to the interactions of peoples and cultures across time and place;
- A commitment to values of world citizenship, such as respecting diversity, citizens' rights and responsibilities, and a sense of service to others;
- A focus on critical thinking, independence of mind, problem solving and informed and innovative decision-making.

References

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Claxton, G 2008 *What the Point of School: Rediscovering the Heart of Education* One World Oxford

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KNOWLEDGE AND PROCESS CATEGORIES

The components of the JIS Social Studies Curriculum reflect the overall vision of the curriculum, which can be summarized as follows:

The JIS Social Studies curriculum promotes the development of knowledge, processes, skills and values necessary to investigate issues, make informed decisions and take action in order to enhance the 'common good'. The knowledge, processes, skills and values are drawn from a range of traditions of inquiry. These include disciplines such as history, geography, economics, and sociology and also include studies such as civics and citizenship, environmental education, cultural education, gender education, peace education, Asian, and indigenous studies, and futures.

The Learning Goals comprise two main parts:

1. Knowledge and Understanding

A series of understandings in the form of generalizations specified for four conceptual strands: Culture and Identity; Political and Economic Systems; Place and Space; Time, Continuity and Change. These are the Learning Goals for the JIS Social Studies curriculum.

For the JIS Social Studies Assessment Rubric, Knowledge and Understanding has been divided into two categories:

- Knowledge of information and evidence, which is the ability to recall and identify information about a topic or issue; and
- Engagement with concepts and generalisations, which is the ability to define important concepts and ideas and translate them into the context of particular topics or issues to show understanding.

2. Ways of Working

The processes and skills of inquiry decision making and action which students would engage within their studies. They are represented as: Researching; Analyzing and Evaluating; Communicating; Reflecting; Deciding and Participating. This incorporates the emphasis on global citizenship as well as reflecting the approach and terminology of the International Baccalaureate.

In combination, the Knowledge and Understanding and the Ways of Working form the Assessable Elements, and are the basis for the JIS Social Studies Assessment Rubric.

The following section defines the assessable elements of knowledge and process categories in more detail. In each case, the elaboration provides:

- a brief definition/explanation of the category;
- typical outcome terms which would be used to specify unit outcomes; and
- details of forms of assessment which would provide evidence that the outcome is achieved.

ASSESSABLE ELEMENT	ELABORATION	TYPICAL OUTCOMES STYLE	TYPICAL ASSESSMENTS
Knowledge	<p>Knowledge of information and evidence</p> <p>This category is about being able to identify and reproduce information, definitions, examples and ideas about a topic or question. It does not require use or application of the knowledge, but rather the linking of known information to a topic or question. Its key focus is what students know <i>about</i> a topic or issue. (Note, however, that 'know' is not itself an outcome term.)</p>	<ul style="list-style-type: none"> • Describe (represent the characteristics of a topic) • Recount/provide an account of (a sequence of events) • Define (give a clear and precise meaning of a given word, term or concept) • Identify (from offered examples) • List • Outline (provide key elements of a topic) • Complete (fill in gaps in information provided) 	<ul style="list-style-type: none"> • The ability to identify knowledge is commonly tested by multiple choice test items, where the task is to select the correct or most appropriate answer from a given set of items. • Reproducing knowledge requires student to recall information when prompted, and is usually in the form of short answer questions, completion type questions, labelling exercises, etc.
Understanding	<p>Understanding of concepts, ideas and generalisations</p> <p>To understand is to be able to interpret, elaborate, translate or distinguish the meaning of a phenomenon, topic, concept, idea, generalisation, principle, theory, etc. Its key feature is that students are able to translate the subject of the understanding into their own words. (Note, however, that 'understand' is not itself an outcome term.)</p>	<ul style="list-style-type: none"> • Translate (express in your own words some situation, event, principle or idea) • Represent (information in some different form e.g. text to graphs or tables, tables to text etc.) • Distinguish (describe the differences between two or more concepts/terms) • Explain (describe a process or set of relations among phenomena, events, systems or ideas) • Illustrate (give examples of) • Interpret (the meaning of statements and other forms of representation) 	<ul style="list-style-type: none"> • Tasks which call on students to interpret or explain phenomena, events, systems, principles, theories. • Translating information from one form of representation to another. • Tasks which call on students to distinguish examples from non-examples, with some explanation of their decision.

	ASSESSABLE ELEMENT	ELABORATION	TYPICAL OUTCOMES STYLE	TYPICAL ASSESSMENTS
Investigating	Researching	<p>Researching is a process category which includes a number of elements or steps. Students need to be able to</p> <ol style="list-style-type: none"> 1. identify a research focus from broad topics, issues or problems; 2. construct the issue or problem as a hypothesis or question in a form able to be researched, and develop relevant sub-questions; 3. plan investigations, including the use of discipline specific inquiry models and processes; 4. find and select relevant evidence from a range of sources; 5. interpret the meaning of the evidence 	<ul style="list-style-type: none"> • Formulate (a researchable question or hypothesis) • Investigate (a question or hypothesis) • Interpret (the meaning and relevance of evidence for a given question or hypothesis) • Summarise (evidence on a given question or hypothesis) 	<ul style="list-style-type: none"> • Students read about an issue or problem and construct research hypotheses/questions and relevant sub-questions, and identify sources which would provide relevant evidence on the hypothesis/question. • Students identify and summarise relevant evidence on a hypothesis or question. • Students interpret evidence and arguments to identify various positions on an issue
	Analyzing	<p>Analyzing information is to break it down in order to identify its essential elements, patterns of relationships or organizing structure, including inferring underlying assumptions. The key point is not just to list the ideas presented, but to identify patterns of relationships among them.</p>	<ul style="list-style-type: none"> • Compare (similarities in two or more situations, statements, etc.) • Contrast (differences in two or more situations, statements, etc.) • Sort (information into sequences or categories) • Classify (information according to some set of categories) • Analyse (information to identify patterns of ideas or arguments e.g. arguments for and against a position) • Examine (a statement or argument to uncover the assumptions made and the interrelationships of aspects of the issue.) 	<ul style="list-style-type: none"> • Students are provided with information, evidence, arguments etc and asked to analyse in ways listed above
	Evaluating	<p>Evaluating consists of assessing the validity of sources of data, information, evidence and arguments for their relevance, reliability, authenticity, purpose, bias and perspective, according to rules of empirical evidence, logic and reasoning.</p>	<ul style="list-style-type: none"> • Evaluate/appraise/assess (weigh up the strengths and limitations of evidence and arguments.) • Discuss (the relative persuasiveness of competing interpretations or arguments.) 	<ul style="list-style-type: none"> • Review, usually in the form of some oral or written discussion, evidence and/or arguments on some issue, topic or question to assess their validity, persuasiveness, etc

ASSESSABLE ELEMENT	ELABORATION	TYPICAL OUTCOMES STYLE	TYPICAL ASSESSMENTS
Communicating	Communicating engages students in reading and presenting descriptions, explanations, decisions, arguments, conclusions and recommendations, using text types (including graphics) specific to the context and purpose of the inquiry and the conventions of the relevant genres. Communication should include written, visual/graphical and oral forms, in a range of media, and generic forms relevant to discipline-specific inquiry in social studies.	<ul style="list-style-type: none"> • Present (an explanation, description, argument, interpretation, etc) • Illustrate (ideas, etc) • Present a persuasive speech about a given issue • Graphically represent information (in map, tabular, diagrammatic form etc) 	<ul style="list-style-type: none"> • Present an explanation (description, argument, interpretation, etc) using the appropriate text features and conventions. • Illustrate the ideas in your explanation (description, etc) in a graphical (digital, diagrammatic, tabular) form. • Present a persuasive speech about a given issue.
Reflecting	Reflecting engages students in the consideration of values and their relevance to understanding and resolving issues, questions and problems in social inquiry. Students reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace. They also reflect on their learning and the processes used in their inquiries, and how the values and issues examined are significant for their own lives and the life of their community.	<ul style="list-style-type: none"> • Discuss the significance of values (in inquiring into an issue) • Apply values (justice, democracy, sustainability, peace, etc) to the resolution of an issue or conflict • Justify a value position (on a given issue, decision, etc) • Envision (desirable futures) 	<ul style="list-style-type: none"> • Explain the relevance of different values to an issue. • Justify a position on an issue, considering relevant values (written or oral) • Discuss the relative merits of different interpretations of values (justice, peace, etc) relevant to resolving an issue. • Envision possible futures which would enact (democratic, just, etc) solutions to a problem. • Explain the perspective of others on an issue and propose solutions which would respond to them.
Deciding	Deciding combines the logical and empirical reasoning of inquiry with the care and commitment to values developed through reflection, to make a recommendation on the solution to a problem or the resolution of a conflict. It includes consideration and application of the processes of democratic deliberation and decision making.	<ul style="list-style-type: none"> • Decide (on the best solution to an issue) • Resolve (different views on an issue) • Recommend (a solution to a problem) • Negotiate (differences within a group to identify a consensual position) 	<ul style="list-style-type: none"> • Propose a solution to a problem • Consider alternative solutions to a problem and recommend the most effective solution which realises relevant values (democracy, justice, etc) • Use negotiating strategies to come to a consensus on the best solution to a problem
Participating	Participating involves students in planning and implementing action on issues. It ensures that they are able to engage with their peers, community and the wider world in order to promote an informed citizenship committed to values of democracy, social justice, sustainability and peace. Participating is the result of preceding processes of investigating issues, identifying desirable value positions on them, and deciding the best course of action to resolve issues and solve problems.	<ul style="list-style-type: none"> • Persuade (peers, members of the public, etc.) • Conduct a campaign (to promote a solution to a problem) • Participate (in action to promote democratic, just, sustainable and/or peaceful responses to problems) • Contribute (to the work of community groups on issues) 	<ul style="list-style-type: none"> • Develop a website which would promote solutions to a problem. • Conduct a community awareness campaign on an issue. • Engage (through letters, emails, etc) with media, politicians and other community leaders to persuade them take action on an issue. • Link with students in other countries to mount an online campaign in support of a global issue. • Develop a display/presentation/public performance to promote a recommended solution to a problem or issue. • Initiate or contribute to local environmental, development, charity or other projects.

KEY CONCEPTS AND GENERALISATIONS

YEARS	CULTURE AND IDENTITY	POLITICAL AND ECONOMIC SYSTEMS	PLACE AND SPACE	TIME, CONTINUITY, AND CHANGE
K-1	Self and others Community Similarity and difference Cultural symbols and events	Universal needs (human and all living things) Resources as satisfying needs Production, consumption and exchange Social interaction and reciprocity Rules and values of behavior	Features of places Distance, direction Environmental quality and balance (natural and built) Perceptions and values of place	Family and local history Stories and myths Narrative explanation (simple cause and effect) Sense of time
1-2	Groups within community and their cultural practices, symbols etc.	Types of needs (energy, food, shelter etc) Personal economic decisions (opportunity cost, supply and demand, limited resources) Economic specialization, scarcity and choice, trade and commerce Rights and fairness	Elements of place and environment and their personal and cultural significance Conserving natural and built heritage Representing place and space Absolute and relative location	Examples of historical change and continuities in cultural, economic and environmental practices Generational change and personal experience Timelines and chronology
2-3	Importance of culture in people's sense of self Minority cultures and cultural rights Values implied by rights and implications for personal morality	Political, social and economic functions in society (government, social wellbeing, supply and demand) National institutions serving these functions Links to other countries and global processes of exchange, communication	Sustainability and economic activity Practices which harm and enhance environmental quality Elements of maps (scale, orientation, symbols)	Empathy and motivations in past and present Causes, motives and consequences of action Change and continuity in cultural traditions
3-4	Value of cultural diversity Respect for difference Experience of minority groups, including Indigenous groups	Decision making in local community (civil society) Formal decision making at local and regional levels Processes of forming government, including democratic processes (right to vote, freedom of assembly and association) Inequalities of wealth and quality of life among groups and nations	Differences and interdependencies among places Distribution patterns and movement among places Global patterns in natural and human environments and activities Mapping distribution and movement	History of basic forms of government Key migrations and colonization Spatial change over time

YEARS	CULTURE AND IDENTITY	POLITICAL AND ECONOMIC SYSTEMS	PLACE AND SPACE	TIME, CONTINUITY, AND CHANGE
5-6	Discrimination, prejudice vs respect for rights and freedom Relating to others in inclusive and respectful ways at personal and broader levels	Universal human rights as values and aspirations Causes and effects of inequality and injustice and strategies to combat them from local to global levels Principles and values relating to political and economic systems (equal rights, freedom, justice, authoritarian rule, constitutional government, participatory or representative democracy)	Beliefs and policies around sustainability Biodiversity and habitat and species extinction Wilderness values, conservation, stewardship and the meaning of place Ecological footprint and personal and local responsibility for sustainable living Influences on people's perception of place	History of rights, freedom and justice Beliefs and traditions as influences on people's perceptions of conflict Empathy and anachronism in historical thinking
6-7	Sustaining cultural diversity and cohesion Influence of local, national and world events on intercultural relations Representations of cultural difference in the media Cultural difference and relations to the environment Technology and cultural change	Power and authority in society Inequality and access to power and resources (equality and forms of economic system) Markets and the role of government in balancing productivity and inequality of living standards	Impact of conflict on people, place and environment Geopolitical power Spatial analysis of war and conflict	Context and influences on the founding of nations contributes to the formation of national identities Historical development of economic systems Historical studies of different types of conflict (cultural, political, economic) Individual action and social context in explaining events Periodisation in history
7-8	Cultural contact and cultural and national conflict and cooperation Cultural imperialism and resistance	Social and political rights and implications for legitimate political systems and processes (civil freedoms, individual rights and the formation and operations of government) Implications of human rights for legal processes and systems Forms of economic activity, economic change and implications for human and environmental well being Social rights, the allocation of resources, and national and international economic systems Ideas of a fair wage, social and	Distribution of natural resources and implications for wealth, trade and settlement (conflict and cooperation) Issues of natural hazards, climate change and biodiversity	International relations in past and present are influenced by movements of people, cultural ties, trade and military alliances National cultures, traditions and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups Role of empathy in understanding motivations, beliefs, values and institutions different from our own.

		economic rights, employment and unemployment Social and economic entrepreneurship, organization and innovation		Unintended consequences
YEARS	CULTURE AND IDENTITY	POLITICAL AND ECONOMIC SYSTEMS	PLACE AND SPACE	TIME, CONTINUITY, AND CHANGE
9-10	Cultural diversity, citizenship and material inequality Cultural rights, individual rights and universal human rights Contemporary culture and the information society	Economic decision making (cost-benefit analysis, externalities, monetary and fiscal policy) and key economic institutions Pros and cons of globalisation Conflict resolution processes (advocacy, negotiation, reconciliation, mediation, etc) Relations between peace and conflict and freedom and justice.	Sustainability and intergenerational equity Development, growth and sustainability Environmental impact studies and planning for development Global regional variation of natural environment and human activity, and their environmental effects	Development of idea of citizenship Historical background to current issues Debates of historical interpretation of issues Historical development of peace movements and international cooperation Ideas of progress
10	Role of public opinion, media, government policies and globalisation on intercultural relations Differing perspectives, values, beliefs relating to environmental, cultural, political and economic controversies Tolerance and the limits to tolerance Open mindedness and cooperation in resolving global issues Anti-racism and anti-sexism	Resolving competing values and rights in political and economic decision making (equity cf equality, freedom cf equality) Forms of legal systems, courts and processes at national and international levels Business corporations and political and economic development Social and political aspects of economic growth and development Strategies for challenging inequality and injustice at individual, national and global levels Social and political elements of sustainability Planning social projects and action	Economic growth and development and sustainability Free trade, protectionism and development	Past and present trends in beliefs and practices relating to cultural tolerance, legal systems, economic growth and sustainability Possible, probable and desirable futures

WAYS OF WORKING: THINKING PROCESSES AND SKILLS

	K-3	4-5	6-8	9-10
Investigating and Communicating	<p>Students are able to:</p> <ul style="list-style-type: none"> pose questions for investigations plan simple investigations based on questions identify and collect information and evidence from narratives and familiar sources make judgments about the usefulness of the information and evidence draw conclusions and give explanations, using information and evidence communicate social and environmental ideas, using texts and terminology to match audience and purpose 	<p>Students are able to:</p> <ul style="list-style-type: none"> pose and refine questions for investigations plan investigations based on questions and inquiry models collect and organise information and evidence evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions draw and justify conclusions based on information and evidence communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose 	<p>Students are able to:</p> <ul style="list-style-type: none"> identify issues and use common and own focus questions plan investigations using inquiry models collect and analyse information and evidence from primary and secondary sources evaluate sources of information and evidence for relevance, reliability, origins and perspective draw conclusions and make decisions based on information and evidence by identifying patterns and connections communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts 	<p>Students are able to:</p> <ul style="list-style-type: none"> identify a research focus from broad topics and design focus questions and sub-questions plan investigations, using discipline-specific inquiry models and processes research and analyse data, information and evidence from primary and secondary sources evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective draw conclusions and make decisions supported by interpretations of data, information and evidence communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts
Reflecting	<ul style="list-style-type: none"> reflect on and identify values associated with fairness, protecting the environment and behaving peacefully reflect on learning to identify new understandings. 	<ul style="list-style-type: none"> reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace reflect on learning to identify new understandings and future applications. 	<ul style="list-style-type: none"> reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace recognize their own stereotypes and prejudices reflect on learning, apply new understandings and identify future applications. 	<ul style="list-style-type: none"> reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace analyse and evaluate different views on the eradication of poverty and human rights abuses reflect on learning, apply new understandings and justify future applications.
Deciding	<ul style="list-style-type: none"> express views about what is right and wrong, fair and unfair participate in group decision making to achieve goals 	<ul style="list-style-type: none"> challenge injustice giving reasons based on evidence apply strategies to influence decisions or behaviours and to contribute to groups 	<ul style="list-style-type: none"> identify ways in which human rights are being denied both locally and globally challenge, through reasoned argument, viewpoints which perpetuate inequality and injustice. 	<ul style="list-style-type: none"> argue/advocate rationally and persuasively for a more just and equitable world from an informed position assess options for action to challenge inequality and injustice based on evidence and the potential for impact,

		<ul style="list-style-type: none"> • share opinions, identify possibilities and propose actions to respond to findings 	<ul style="list-style-type: none"> • respond to investigation findings and conclusions by planning and implementing actions to address inequality and social justice in the local community • identify opportunities for personal and collaborative action to address situations of inequality and injustice. 	<p>taking into account varied perspectives and potential consequences for others.</p> <ul style="list-style-type: none"> • apply strategies for making group decisions
Participating	<ul style="list-style-type: none"> • share and treat others fairly • share ideas, and plan and enact responses to group or community issues • take appropriate action to address injustice in their immediate surrounding 	<ul style="list-style-type: none"> • take appropriate action to address injustice and/or inequality in their community 	<ul style="list-style-type: none"> • apply strategies to contribute effectively to representative groups and to participate in civic activities 	<ul style="list-style-type: none"> • respond to local and global issues by taking action in planned and enterprising ways to challenge inequality and injustice and improve the lives of others locally, regionally, or globally

WAYS OF WORKING AND GLOBAL CITIZENSHIP FRAMEWORK BY GRADE BAND

K-3	4-5	6-8	9-10
Ways of Working			
<p>Students are able to:</p> <ul style="list-style-type: none"> pose questions for investigations plan simple investigations based on questions identify and collect information and evidence from narratives and familiar sources make judgments about the usefulness of the information and evidence draw conclusions and give explanations, using information and evidence communicate social and environmental ideas, using texts and terminology to match audience and purpose share ideas, and plan and enact responses to group or community issues participate in group decision making to achieve goals reflect on and identify values associated with fairness, protecting the environment and behaving peacefully reflect on learning to identify new understandings. 	<p>Students are able to:</p> <ul style="list-style-type: none"> pose and refine questions for investigations plan investigations based on questions and inquiry models collect and organise information and evidence evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions draw and justify conclusions based on information and evidence communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose share opinions, identify possibilities and propose actions to respond to findings apply strategies to influence decisions or behaviours and to contribute to groups reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace reflect on learning to identify new understandings and future applications. 	<p>Students are able to:</p> <ul style="list-style-type: none"> identify issues and use common and own focus questions plan investigations using inquiry models collect and analyse information and evidence from primary and secondary sources evaluate sources of information and evidence for relevance, reliability, origins and perspective draw conclusions and make decisions based on information and evidence by identifying patterns and connections communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts respond to investigation findings and conclusions by planning and implementing actions apply strategies to contribute effectively to representative groups and to participate in civic activities reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace reflect on learning, apply new understandings and identify future applications. 	<p>Students are able to:</p> <ul style="list-style-type: none"> identify a research focus from broad topics and design focus questions and sub-questions plan investigations, using discipline-specific inquiry models and processes research and analyse data, information and evidence from primary and secondary sources evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective draw conclusions and make decisions supported by interpretations of data, information and evidence communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts respond to local and global issues by taking action in planned and enterprising ways apply strategies for making group decisions and for taking informed social and environmental action reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace reflect on learning, apply new understandings and justify future applications.

K-3	4-5	6-8	9-10
Global Citizenship Framework			
<ul style="list-style-type: none"> • Express views about right and wrong, fair and unfair • Share and treat others fairly • Identify examples of inequality and injustice and their causes • Express a view about inequality and injustice based on evidence • Take appropriate action to address injustice in their immediate surroundings 	<ul style="list-style-type: none"> • Identify causes and effects of inequality and injustice • Recognize examples of discrimination • Challenge injustice giving reasons based on evidence • Take appropriate action to address injustice and/or inequality in their community 	<ul style="list-style-type: none"> • Identify ways in which human rights are being denied both locally and globally • Explain causes and effects of discrimination • Recognize their own stereotypes and prejudices • Recognize the impact of unequal power and access to resources • Challenge, through reasoned argument, viewpoints which perpetuate inequality and injustice. • Identify opportunities for personal and collaborative action to address situations of inequality and injustice. • Take appropriate action to address inequality and social injustice in the local and/or global community 	<ul style="list-style-type: none"> • Analyze and evaluate different views on the eradication of poverty and human rights abuses • Argue/advocate rationally and persuasively for a more just and equitable world from an informed position • Assess options for action to challenge inequality and injustice based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others. • Act creatively and innovatively to challenge inequality and injustice and improve the lives of others locally, regionally, or globally

INSTRUCTIONAL APPROACHES AND ASSESSMENT

INQUIRY

Inquiry is an approach to designing learning where the primary learning target is conceptual understanding. The approach focuses on developing thinking and reflecting skills to help students be independent learners. Inquiry is a process where learners uncover current understanding, gain new knowledge and perspectives, make meaning from the knowledge gained, clarify and test new understandings, demonstrate understanding, and take action based on what was learned.

As stated in the JIS Curriculum and Learning Overview inquiry should focus on [Big Ideas](#), be guided by [Generative Questions](#), and the [Understandings, Skills and Values](#) of the curriculum.

A Model

While there are many inquiry models the essence of each is very similar. The inquiry model presented below is provided by Kath Murdoch [2010] of Melbourne University, Australia.

– Tuning in

This element of an inquiry process is all about engagement and [gathering prior knowledge](#) and early thinking. Teachers design tasks that allow students to make their thinking visible. This is preparing the way for quality, formative assessment. Students use a variety of methods to show the thinking they already have in relation to the big idea. This will vary from very minimal to surprisingly comprehensive. Ask students: [What theories do we have?](#) [How do already understand this?](#) [What connections can you already make?](#) [How could we find out more about this?](#) Much of this happens early in the inquiry process but inquiry teachers constantly help their students connect the 'new' with the 'known' throughout.

– Finding out

During an inquiry, students should [experience the work of a researcher](#). They use [various methodologies to gather information that help grow their thinking about the area of inquiry](#). These tasks should emphasize gathering [data first hand](#) and in a range of ways and should link to understanding goals. Data gathering may be through engaging with experts (using web 2 tools or in person), surveys, interviews, film, experiments, observations, emails, field work...etc)

– Sorting Out

The 'sorting out' tasks are about MEANING MAKING. In an inquiry, students must be given opportunities to make sense of and present their refined thinking. This involves organizing, analyzing and communicating information gathered using [a range of learning areas](#) – eg: through maths, arts, English, drama, music, technology, etc. Importantly, this includes reflective thinking work – revising original theories and

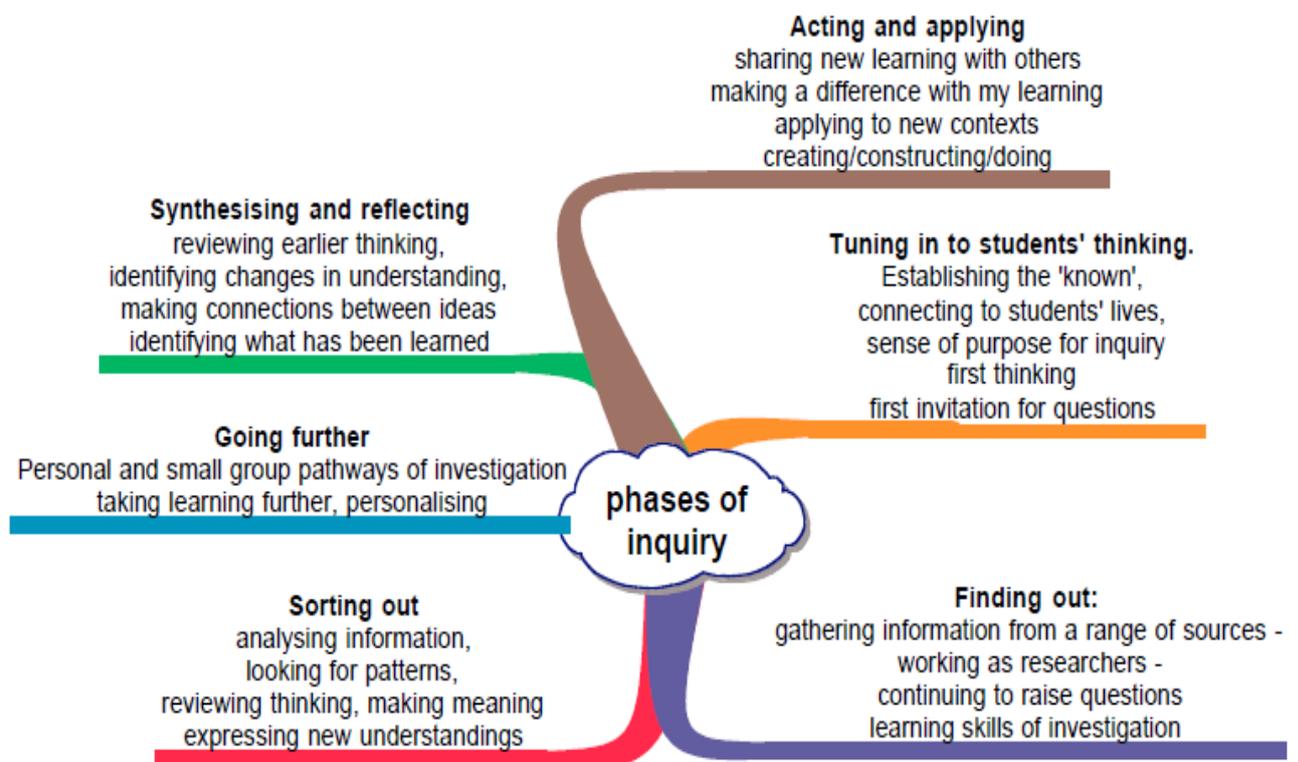
propositions. Reviewing the big question...What meaning can we make of this data? What are we learning? How is our thinking changing?

– **Going Further**

This element of inquiry is where students have opportunities to take more personalized learning pathways, This will depend very much on the content of the inquiry itself and the readiness of the student to work more independently. Going further means raising and revisiting questions, **extending** experiences and challenging assumptions. It is usually **individually negotiated**. May be students following **personal inquiry into own questions** – initiated earlier in the unit or raising new questions to investigate. This stage is characterized by differentiated programming

– **Synthesizing, Reflecting. Acting and Applying**

Stating revised understandings – **what do we think and know now?** How do we feel? **High level thinking** about the topic. identifying avenues for action and application are key elements of this phase of inquiry. Generalizing (should be done throughout). While students have been encouraged to **synthesize** their thinking throughout the inquiry, now is the time to make that **synthesis explicit**. This may be through the use of metaphors, the formation of statements of generalization, etc. Connected to this is the importance of TRANSFER. Asking – **what can we DO** with this? What can I do now? How can I/we use this? Is there an action that seems important to undertake?



Kath Murdoch 2010

THE WRITING PROCESS

The writing process which includes the stages of: Pre-writing; Drafting; Responding, Revising; Editing and Publishing is an instructional approach common and agreed across the school. The consistent use of this process is focused on developing in students a sense of self as writers, as well as personal writing processes that work for them. Figure 1 references the various stages of the writing process.



Figure 2: The Writing Process and the Six +1 Writing Traits [Education NorthWest]

THE SIX TRAITS +1: A COMMON LANGUAGE

The 6+1 Trait® Writing Model of Instruction and Assessment provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like. See Appendix 1 for the Six Traits rubric.

Pioneered by Education Northwest more than 20 years ago, the 6+1 Traits continue to help thousands of teachers worldwide who have been trained in the model improve their writing instruction, their understanding of the qualities of good writing, and their ability to provide effective feedback to students.

In support of language across the curriculum, JIS uses a six point rubric for the Traits developed by Education NorthWest <http://educationnorthwest.org/traits>

6+1 Trait® Definitions

The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are:

- **Ideas**, the main message;
- **Organization**, the internal structure of the piece;
- **Voice**, the personal tone and flavor of the author's message;
- **Word Choice**, the vocabulary a writer chooses to convey meaning;
- **Sentence Fluency**, the rhythm and flow of the language;
- **Conventions**, the mechanical correctness;
- and **Presentation**, how the writing actually looks on the page.

Ideas

The Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not "tell" readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white ..." Successful writers "show" readers that which is normally overlooked; writers seek out the extraordinary, the unusual, the unique, the bits and pieces of life that might otherwise be overlooked.

Organization

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions while still leaving the reader something to think about.

Voice

Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, he/she imparts a personal tone and flavor to the piece that is unmistakably his/hers alone. And it is that individual something—different from the mark of all other writers—that we call Voice.

Word Choice

Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In descriptive writing, strong word choice resulting in imagery, especially sensory, show-me writing, clarifies and expands ideas. In persuasive writing, purposeful word choice moves the reader to a new vision of ideas. In all modes of writing figurative language such as metaphors, similes and analogies articulate, enhance, and enrich the content. Strong word choice is characterized

not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well.

Sentence Fluency

Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length, beginnings, structure, and style, and are so well crafted that the writer moves through the piece with ease.

Conventions

The Conventions Trait is the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing. Writing that is strong in Conventions has been proofread and edited with care. Since this trait has so many pieces to it, it's almost an analytical trait within an analytic system. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?" This will keep all of the elements in conventions equally in play. Conventions is the only trait where we make specific grade level accommodations, and expectations should be based on grade level to include only those skills that have been taught. (Handwriting and neatness are not part of this trait, they belong with Presentation.)

Presentation

Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the writing will not be inviting to read unless the guidelines of presentation are present. Some of those guidelines include: balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, overall appearance. Think about examples of text and visual presentation in your environment. Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. Presentation is key to a polished piece ready for publication.

ASSESSMENT RUBRIC

What follows is a sample of a generic rubric for the JIS Social Studies curriculum.

For use as an assessment tool, it would need to be revised for each unit and possibly for each year level.

For use as a reporting tool, it could be used in a generic form, or as revised for each year level.

Criteria		Emerging	Approaching	Proficient
Knowledge and Understanding	Knowledge of information and evidence	Information is usually correct, relevant and adequate to complete the task	Information is almost always accurate, relevant and comprehensive	Information is accurate, relevant, very comprehensive and original
	Engagement with concepts and generalizations	Concepts and generalization are generally clear and relevant and adequate to complete the task	Concepts and generalizations are precise, relevant and comprehensive, and applied in some depth	Concepts and generalizations are precise, relevant and comprehensive, and applied with insight
Investigating and Communicating	Researching	<ul style="list-style-type: none"> • Develops clear questions and issues for investigation • Uses relevant information as evidence 	<ul style="list-style-type: none"> • Develops precise questions and issues for investigation • Critically applies relevant information as evidence 	<ul style="list-style-type: none"> • Develops precise and original questions and issues for investigation • Critically applies comprehensive information as evidence
	Analyzing and Evaluating	<ul style="list-style-type: none"> • Analyses and evaluates evidence, interpretations and arguments to draw relevant conclusions 	<ul style="list-style-type: none"> • Analyses and evaluates evidence, interpretations and arguments to draw reasoned conclusions 	<ul style="list-style-type: none"> • Analyses and evaluates evidence, interpretations and arguments to draw well-reasoned and original conclusions
	Communicating	<ul style="list-style-type: none"> • Reads with understanding • Organises and presents ideas effectively in a range of media and genres • Contributes effectively to discussion 	<ul style="list-style-type: none"> • Reads critically and with understanding • Presents ideas clearly and coherently in a range of media and genres • Contributes effectively and with initiative to discussion 	<ul style="list-style-type: none"> • Reads critically with understanding and insight • Presents ideas persuasively and in a compelling style in a range of media and genres • Contributes effectively and shows leadership in discussion
Reflecting, deciding and participating	Reflecting	<ul style="list-style-type: none"> • Clearly interprets relevant values and beliefs in relation to issues • Applies values social justice, democratic process, sustainability and peace in a clear and relevant way 	<ul style="list-style-type: none"> • Validly interprets values and beliefs in relation to issues • Shows understanding in applying values of social justice, democratic process, sustainability and peace in a well-reasoned way 	<ul style="list-style-type: none"> • Perceptively and critically interprets values and beliefs in relation to issues • Shows sensitivity and insight in applying values of social justice, democratic process, sustainability and peace in a well-reasoned way
	Deciding	<ul style="list-style-type: none"> • Considers different perspectives and criteria relevant to the decision • Synthesises and argues a reasoned solution which promotes citizenship values 	<ul style="list-style-type: none"> • Evaluates different perspectives and criteria relevant to the decision • Synthesises and argues a coherent and reasoned solution which promotes citizenship values 	<ul style="list-style-type: none"> • Critically evaluates different perspectives and criteria relevant to the decision • Persuasively synthesises and argues a well-reasoned solution which promotes citizenship values
	Participating	Applies appropriate action strategies on issues	Applies action strategies on issues in relevant and effective ways	Skillfully applies action strategies on issues in original and effective ways

LEARNING GOALS: KINDERGARTEN

Studies at this level emphasize the links between the experiences of students, their families and communities with the systems, heritages and environments of which they are part. Links are from local to global, and rudimentary understandings of time and place are introduced. Values, rights and responsibilities are explained in directly relating to others, but also in the growing recognition that there are institutionalized rules which govern behavior in social situations. Local activities, features and environments are shown to be connected to others in distant places. Stories, both historical and mythical, are the source of understandings of values, identity and cultural difference and similarity.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Local and global communities are diverse, but humans share certain values and common interests.</p> <p>K CI 1. Stories about significant events and individuals reflect cultural diversity in communities</p> <p>K CI 2. Everyone is unique and different, but all people have things in common (ID)</p>
Political and Economic Systems	<p>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. These systems can have unfair and unsustainable results.</p> <p>K PES 1. Rights and responsibilities, rules and codes of behaviour are part of communities</p>
Place and Space	<p>Local natural, social and built environments are part of heritage and meet people's needs. They can be sustained or threatened by certain activities.</p> <p>K PS 1. Local environments are distinguished by natural features, places of importance to particular groups, and public spaces</p>
Time, Continuity and Change	<p>Changes and continuities are identified through events, people's contributions and the stories of local communities.</p> <p>K TCC 1. People find a sense of identity in their community's past</p>

LEARNING GOALS: GRADE 1

Learning's from kindergarten are continued here, but more specific studies of particular groups and/or communities involve a deeper understanding and a more systematic discussion of cultures and their symbols and stories. Relations with others are considered in terms of basic values of fairness and rights. Production and consumption are studied, including economic notions of specialization and exchange. These are considered in a context of sustainability and conservation, and environmentally sustainable practices are studied and practiced.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Local and global communities are diverse, but humans share certain values and common interests.</p> <p>1 CI 1. Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging</p> <p>1 CI 2. Relating to other people and the environment involve judgments about what is right and fair</p>
Political and Economic Systems	<p>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. These systems can have unfair and unsustainable results.</p> <p>1 PES 1. Living things have needs which demand resources from the environment; these must be filled sustainably, requiring greater attention to recycling, reducing energy use</p> <p>1 PES 2. People can make a difference to environmental impacts through their actions and behaviour</p>
Place and Space	<p>Local natural, social and built environments are part of heritage and meet people's needs. They can be sustained or threatened by certain activities.</p> <p>1 PS 1. Maps have symbols to represent places and identify the relative position of features including landmarks and locations</p> <p>1 PS 2. People depend on the environment for energy, food, and other materials and resources (GI)</p>
Time, Continuity and Change	<p>Changes and continuities are identified through events, people's contributions and the stories of local communities.</p> <p>1 TCC 1. Contributions of individuals and groups to communities can be identified by symbols and stories</p>

LEARNING GOALS: GRADE 2

Some understanding is established of the social, cultural, political and economic dimensions of society as functions that must be maintained, and the different roles and responsibilities that people fulfill in meeting them. Recognizing the importance of historical development of communities and nations is part of this. This leads to consideration of the role of citizen, both national and global, and how citizenship implies rights for all, with particular reference to minorities. Concepts of economic and environmental sustainability are further developed to emphasize their interrelatedness.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Local and global communities are diverse, but humans share certain values and common interests.</p> <p>2CI1. Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members</p>
Political and Economic Systems	<p>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. These systems can have unfair and unsustainable results.</p> <p>2PES1. World citizens are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues</p> <p>2PES2. Dialogue, cultural sensitivity, and empathy aid in resolving conflicts</p>
Place and Space	<p>Local natural, social and built environments are part of heritage and meet people's needs. They can be sustained or threatened by certain activities.</p> <p>2PS1. People and resources are involved in the production and consumption of familiar goods and services</p> <p>2PS2. Resources and environments can be used, conserved and protected by valuing and applying sustainable practices</p> <p>2PS3. Since all living things depend on each other, we need to appreciate the consequences of our actions that improve or harm the environment</p>
Time, Continuity and Change	<p>Changes and continuities are identified through events, people's contributions and the stories of local communities.</p> <p>2TCC1. Indigenous people's continuous association with the land and the sea can be seen in traditional arts, stories and cultural celebrations</p>

LEARNING GOALS: GRADE 3

Students come to appreciate cultural differences as historically developed responses to universal human needs which provide a sense of identity for community members. The value of cultural diversity and the importance of respect for difference are understood. Understandings of processes and institutions for decision making at various levels from local to global are introduced, as is an appreciation of the complexities of economic development, the range of human needs and wants, and the existence of inequality.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Local and global communities are diverse, but humans share certain values and common interests.</p> <p>3CI1. Indigenous peoples and their influences are evident and valued in communities 3CI2. Relationships with others are influenced by culture and people's sense of identity 3CI3. People can learn from the experience of others, so that diversity should be valued</p>
Political and Economic Systems	<p>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. These systems can have unfair and unsustainable results.</p> <p>3PES1. Decision-making systems help people to live and work together in communities 3PES2. Voting is one way to make decisions and select leaders in government systems 3PES3. Inequalities exist between rich and poor which can unfairly limit people's ability to meet their basic needs</p>
Place and Space	<p>Local natural, social and built environments are part of heritage and meet people's needs. They can be sustained or threatened by certain activities.</p> <p>3PS1. Differences among places lead to interactions and interdependence among people for food, water, shelter, and clothing, implying the need for concern for others in the immediate circle and wider spheres</p>
Time, Continuity and Change	<p>Changes and continuities are identified through events, people's contributions and the stories of local communities.</p>

LEARNING GOALS: GRADE 4

Students analyse selected cultures to understand the elements of cultures and how they develop. They consider how political, legal and economic systems work to resolve conflicts and meet people's needs, and how differences in these systems reflect different histories. They appreciate universal human aspirations and rights in resolving conflict and difference, and how these can be promoted at personal and wider levels. Global connections in government, economics and environmental impact are studied, as are the historical movements of peoples and cultures. They study key elements of the natural environment. An ecological perspective allows them to see the importance of sustainability as a guide to interactions with the environment.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Communities contain cultures and groups that contribute to diversity and influence cohesion. Minority groups can suffer discrimination.</p> <p>4CI 1. Groups in communities contribute to cultural diversity by celebrating differences and commonalities</p> <p>4CI 2. Cultures have distinctive social organisation, languages, beliefs, values and lifestyles</p>
Political and Economic Systems	<p>Communities have developed decision-making systems that include principles and values formed over time, in order to resolve competing interests and conflicts.</p> <p>4PES 1. There is a variety of government systems based on ideological beliefs and historical antecedents, which have different approaches to issues such as representation, free speech and civic participation.</p> <p>4PES 2. Conflict can occur between individuals, within families and communities, and internationally, and choices made in conflict situations have broader consequences</p> <p>4PES 3. Resolving conflict involves empathy for others, and a readiness to work cooperatively in decision making</p> <p>4PES 4. Countries are connected by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.</p>
Place and Space	<p>Environments are defined and changed by interactions between people and places. These need to be guided by sustainable use and a sense of stewardship</p> <p>4PS 1. Environments are defined by physical and human dimensions</p> <p>4PS 2. Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere as well as the ways people live and work in communities.</p> <p>4PS 3. Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones.</p> <p>4PS 4. Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.</p> <p>4PS 5. Sense of responsibility for the environment and the use of resources (S)</p> <p>4PS 6. There is a relationship between the level of respect for life and sustainability, as organisms can survive only if their environment meets their needs</p>
Time, Continuity and Change	<p>Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.</p> <p>4TCC 1. People have made significant contributions to change and maintain communities, heritages and identities</p> <p>4TCC 2. Colonisation and the movement of people are connected with particular events and changes, including exploration, establishment of settlements, contact with the Indigenous population and the development of industries.</p>

LEARNING GOALS: GRADE 5

Students appreciate the need to respect cultural difference, and consider why cultural conflict can occur and how it can be remedied. They consider how political, legal and economic systems work to resolve conflicts, and how ideas of justice and human rights have implications for how these systems should operate. They appreciate universal human aspirations and rights, and how these can be promoted at personal and wider levels. Global connections in government, economics and environmental impact are studied, as are the historical movements of peoples and cultures. An ecological perspective allows them to see the importance of sustainability as a guide to interactions with the environment.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Communities contain cultures and groups that contribute to diversity and influence cohesion. Minority groups can suffer discrimination.</p> <p>5CI 1. Societies have responded to different cultures in positive and negative ways</p> <p>5CI 2. Some people are discriminated against because of race, gender, age, ability, handicap, etc.</p> <p>5CI 3. Understanding the consequences of our actions for others involves empathizing with them</p>
Political and Economic Systems	<p>Communities have developed decision-making systems that include principles and values formed over time, in order to resolve competing interests and conflicts.</p> <p>5PES 1. Nations establish legal systems which dictate citizen rights and which determine consequences of breaking laws</p> <p>5PES 2. Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups</p> <p>5PES 3. Individuals and groups with a sense of justice can make a difference in the world</p> <p>5PES 4. Basic human rights (such as those in the UN Declaration) must be upheld by understanding the causes and effects of inequality and injustice and challenging them through appropriate action</p> <p>5PES 5. Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited</p> <p>5PES 6. A balance needs to be found among conserving finite resources and people's wants and needs</p>
Place and Space	<p>Environments are defined and changed by interactions between people and places. These need to be guided by sustainable use and a sense of stewardship</p> <p>5PS 1. Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours</p> <p>5PS 2. People, places, economies and natural environments are linked, so that local actions have effects in the wider world</p> <p>5PS 3. Trade and the development of infrastructure arise from the unequal distribution of resources and the specialization of economic activities and across space</p> <p>5PS 4. Species and their habitats interact within an ecosystem, but human activity changes local and global environments, implying a need for a sense of responsibility for the environment and the use of resources</p> <p>5PS 5. Calculate their own ecological footprint and take steps to reduce it</p>
Time, Continuity and Change	<p>Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.</p> <p>5TCC 1. Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints</p>

LEARNING GOALS: GRADE 6

This phase increases the depth of understanding of cultures and political and economic systems, and especially how they are used to wield power and make decisions. The focus is on promoting key human and environmental values when addressing perennial and emerging issues for the human condition.

Students understand how forms of stereotyping, discrimination and prejudice can occur in the way nations and cultural groups perceive each other, and that international and intercultural misunderstanding and conflict are influenced by historical events and traditions and geographical factors, and how these are represented in the media. Related to this is an appreciation that minority groups often lack access to resources and power, and that such inequalities conflict with principles of human rights.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts. These contacts need to be based on principles of cooperation, rights and justice.</p> <p>6CI1. Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media</p> <p>6CI2. Material and non-material elements influence personal identity and sense of belonging of groups</p> <p>6CI3. People's social organisation, cultures and lifestyles influence their relationship to the environment and each other</p> <p>6CI4. Our beliefs and values influence thinking, actions, and perspectives</p> <p>6CI5. Diversity within communities can strengthen and/or provide challenges to those communities</p>
Political and Economic Systems	<p>Societies and economies have systems and institutions based on principles and values, and are increasingly globally interdependent.</p> <p>6PES1. A key cause of inequality is lack of access to resources and power</p> <p>6PES2. Individuals, organizations and governments impact levels of injustice, both positively and negatively</p> <p>6PES3. Resources can be allocated in different ways, affecting individuals, communities and the environment</p> <p>6PES4. Our actions have both short-term and long-term consequences at different levels from personal to global</p> <p>6PES5. The media has power to influence perceptions, choices, and lifestyles</p>
Place and Space	<p>Environments are defined by physical characteristics and processes, and are affected by human activities and decisions about resource management.</p> <p>6PS1. Various types of maps, including digital mapping tools, have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.</p> <p>6PS2. Conflicts can impact people, places, and environments, locally and globally</p>
Time, Continuity and Change	<p>Relationships among cultures and nations are established over time, especially through conflict, migration and trade.</p> <p>6TCC1. Conflict is part of the human condition</p>

LEARNING GOALS: GRADE 7

Students study cultural change in both past and present, including the effects of cultural contact, examples of cultural and national conflict and cooperation, and the interaction between culture and environment. Related to this is a study of the principles of human rights, and how they have developed historically. In particular, the implications of rights for social, political and economic systems are considered, and used to evaluate a range of contemporary systems of government. They understand that environmental impacts and sustainable use of resources must be managed within a global perspective, as global connections are significant processes in the environment and all spheres of human activity and experience.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts. These contacts need to be based on principles of cooperation, rights and justice.</p> <p>7CI1. Contact between cultures is an important influence on cultural change</p> <p>7CI2. Just and productive relationships involve working cooperatively with people of different cultures and respecting the rights of others to have different points of view</p>
Political and Economic Systems	<p>Societies and economies have systems and institutions based on principles and values, and are increasingly globally interdependent.</p> <p>7PES1. Universal human rights imply particular principles for government as they relate to civil society, legitimate constitutions, social and political rights, and institutions and processes such as parliaments, political organisation, elections etc.</p> <p>7PES2. Legitimate legal systems which uphold human rights are founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.</p> <p>7PES3. Natural environments are interrelated and/or interdependent with economies, societies, governments and</p> <p>7PES4. Our actions have both short-term and long-term consequences at different levels from personal to global</p>
Place and Space	<p>Environments are defined by physical characteristics and processes, and are affected by human activities and decisions about resource management.</p> <p>7PS1. Environments are defined by patterns of natural processes, human activities and the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns</p> <p>7PS2. Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences</p> <p>7PS3. Conflicts can impact environments, locally and globally</p>
Time, Continuity and Change	<p>Relationships among cultures and nations are established over time, especially through conflict, migration and trade.</p> <p>7PS1. The context and influences on the founding of nations contributes to the formation of national identities.</p> <p>7PS2. National cultures, traditions and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups</p> <p>7PS3. Identities change over time</p>

LEARNING GOALS: GRADE 8

This phase increases the depth of understanding of cultures and political and economic systems, and especially how they are used to wield power and make decisions. The focus is on promoting key human and environmental values when addressing perennial and emerging issues for the human condition.

Students appreciate the value of cultural diversity, and how forms of stereotyping, discrimination and prejudice can be identified and resisted. Related to this is a study of the principles and processes of democratic government and citizenship, and how they can assist in promoting sustainability, equality, justice, freedom and other rights. The importance of the economy in realizing these goals is a significant focus. Students understand that environmental impacts and sustainable use of resources must be managed within a global perspective.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts. These contacts need to be based on principles of cooperation, rights and justice.</p> <p>8CI1. Discrimination, stereotyping and prejudice deny humans of their basic human rights and have a range of causes and effects</p> <p>8CI2. Recognising one's own stereotypes and prejudices is a first step in challenging inequality and injustice</p> <p>8CI3. Our beliefs and values influence thinking, actions, and perspectives</p>
Political and Economic Systems	<p>Societies and economies have systems and institutions based on principles and values, and are increasingly globally interdependent.</p> <p>8PES1. Democratic citizenship involves values, attitudes and actions related to political equality and human rights</p> <p>8PES2. Nations are connected through international agreements relating to global citizenship, security and environmental issues</p> <p>8PES3. A key cause of inequality is lack of access to resources and power</p> <p>8PES4. Personal and collaborative action can address inequality and injustice in the local and/or global community</p> <p>8PES5. Global economic systems are interdependent, and our actions, choices and decisions can have a positive or negative impact on the quality of life of people in other locations</p> <p>8PES6. Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers</p> <p>8PES7. The media has power to influence perceptions, choices, and lifestyles</p> <p>8PES8. Our actions as consumers, producers and employees have both short-term and long-term consequences at different levels from personal to global</p>

STRAND	KNOWLEDGE AND UNDERSTANDING
Place and Space	<p>Environments are defined by physical characteristics and processes, and are affected by human activities and decisions about resource management.</p> <p>8PS1. Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed</p> <p>8PS2. Sustainability involves economic, social, and environmental spheres from personal to global levels</p> <p>8PS3. Conflicts can impact people and places locally and globally</p>
Time, Continuity and Change	<p>Relationships among cultures and nations are established over time, especially through conflict, migration and trade.</p> <p>8TCC1. Current political and economic situations have been shaped by historical events including major conflicts, social divisions and changes, and government relations with other nations</p> <p>8TCC2. Relationships among nations are influenced by trade and military alliances.</p>

LEARNING GOALS: GRADE 9

Students critically analyse the interrelationships among cultures. They appreciate that minority rights are often at risk, but that the intrinsic worth of all human beings implies rights of citizenship and social justice.

Students see that the interaction of ideas across cultures is a source of progress as well as conflict. They understand how to engage in processes of conflict resolution at personal and system levels, and the implications of global citizenship. They engage in critical studies of how to promote sustainability and the eradication of poverty, and from local to global levels. They apply models of political, economic and environmental decision making and conflict resolution.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways and with different results.</p> <p>CI 1. Diverse cultures, systems and ideas (political, social, religious economic, legal, technological and scientific) influence each other to create complex forms of interdependence within and among nations.</p> <p>CI 2. Human beings have intrinsic worth and dignity which imply minority rights in a context of cultural diversity</p> <p>CI 3. The collective efforts and advances of individual cultures belong to all cultures</p> <p>CI 4. The interaction of ideas across cultures influences the development of knowledge and situations, events, or issues</p>
Political and Economic Systems	<p>Societies consist of interconnected decision-making systems, institutions and processes based on principles and values. These systems have different effects on different groups in terms of justice, equality and rights.</p> <p>PES 1. Eradicating poverty and promoting social justice and equity requires a sense of individual and collective responsibility</p> <p>PES 2. Economic decisions can produce winners and losers</p> <p>PES 3. Interdependence and globalization have both positive and negative effects</p> <p>PES 4. Conflicts can be prevented or peacefully resolved through advocacy, negotiation, reconciliation, and mediation</p>
Place and Space	<p>Environments are defined by spatial patterns and human and physical interactions on a global scale. Sustainable practices can balance human activity and environmental processes.</p> <p>PES 1. Regions are defined by a range of natural characteristics and processes, including landforms, vegetation and climatic zones, and human activities, including cultural, economic and political activity.</p> <p>PES 2. Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems</p> <p>PES 3. Choropleth and other types of maps represent regional variations and spatial association in the distribution of phenomena.</p>
Time, Continuity and Change	<p>Social, political, economic and cultural changes and continuities affect groups differently, and this can be interpreted from different perspectives and judged in terms of human rights.</p> <p>PES 1. Contemporary narratives and identities have been shaped by historical events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations</p> <p>PES 2. Evidence of events can be interpreted from different perspectives and values positions</p> <p>PES 3. Past injustices affect contemporary local and global politics</p>

LEARNING GOALS: GRADE 10

This phase develops a more critical understanding of social and environmental issues and the conceptual frameworks which can be applied to understanding them.

Students critically analyse how beliefs, values and perceptions of minority groups and other nations are created, and affect intergroup relations. Students study formal and informal processes and institutions of decision making and conflict resolution at system levels, leading to studies of international political and economic issues, past and present, as they relate to sustainability, rights and justice. They engage in critical studies of how to promote sustainability, rights, justice and the eradication of poverty from local to global levels. They apply models of political, economic and environmental decision making.

STRAND	KNOWLEDGE AND UNDERSTANDING
Culture and Identity	<p>Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways and with different results.</p> <p>CI 1. Views of other cultures are influenced by public opinion, media, government policies and the impacts of globalisation</p> <p>CI 2. Community perceptions of minority cultures have resulted in positive and negative responses to minority groups</p> <p>CI 3. Our beliefs and values influence our view of nature, science, and society</p> <p>CI 4. The perspectives of other people, groups or schools of thought have been influenced by a range of factors</p> <p>CI 5. Resolving arguments about global issues and developing viable solutions for communities involve open mindedness in evaluating and incorporating multiple perspectives</p>
Political and Economic Systems	<p>Societies consist of interconnected decision-making systems, institutions and processes based on principles and values. These systems have different effects on different groups in terms of justice, equality and rights.</p> <p>PES 1. Legal and justice systems use different types of law and courts and are based on principles such as an independent judiciary and the protection of rights.</p> <p>PES 2. Rights can compete and conflict in different situations and humans struggle to balance these</p> <p>PES 3. Nations are part of a global community as a result of membership of international organisations and participation in global systems of law, diplomacy, human rights, trade, security and sustainable development</p> <p>PES 4. Economic systems and activities imply rights and responsibilities with respect to social justice and environmental sustainability at local, national and global scales</p> <p>PES 5. Options for action to challenge inequality and injustice need to be based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others</p> <p>PES 6. Resolving global problems involves a sense of the needs of a common humanity and an acceptance of individual and collective responsibility</p> <p>PES 7. Governments and organizations need to balance economic growth with social and environmental sustainability, and to avoid exclusion and inequality which hinder sustainable development for all</p>

STRAND	KNOWLEDGE AND UNDERSTANDING
Place and Space	<p>Environments are defined by spatial patterns and human and physical interactions on a global scale. Sustainable practices can balance human activity and environmental processes.</p> <p>PS 1. Governments and communities need to balance economic, social, political and environmental factors through sustainable development, consumption and production</p> <p>PS 2. Global patterns, movement and change can be traced with the use of maps</p> <p>PS 3. Sustainable development is a global imperative</p>
Time, Continuity and Change	<p>Social, political, economic and cultural changes and continuities affect groups differently, and this can be interpreted from different perspectives and judged in terms of human rights.</p> <p>TCC 1. Important ideas of democracy, government and law, citizenship rights and public decision making have antecedents in the past.</p> <p>TCC 2. Concepts of power, dissent and civic duty have developed from ancient to modern times and from Eastern and Western cultures</p>

UNITS OF STUDY

Units of Study are the building blocks of the curriculum. The units of study are developed using [Understanding by Design \[UbD\]](#) [McTighe and Wiggins, 2004] principles. UbD has 3 distinct stages: Stage 1-Desired Results/Learning Goals; Stage 2-Assessment and Stage 3-The Learning Plan. The alignment of the stages provides a research based approach for teaching understanding.

The unit map for the Social Studies curriculum K-10 is confirmed as part of the curriculum review process. The units articulate the learning goals across grade levels and provide a robust structure to implement a developmental progression of learning.

The learning goals [stage 1], common summative and formative assessments [stage 2] form the central core of the unit. Stage 1 is static and fixed to ensure curricular alignment. There is flexibility in the formative aspects of assessment and the learning plan [stage 3] to ensure responsive teaching and personalizing of learning for students. [Any change to the unit map requires consultation with the Learning Office to ensure curriculum integrity and articulation is maintained.](#)

Unit Map to be included

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APPENDIX

SIX TRAITS SIX POINT RUBRIC

IDEAS						
	Not Proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
	No main idea, purpose, or central theme exists; reader must infer this based on sketchy or missing details	Main idea is still missing, though possible topic/theme is emerging	Main idea is present; may be broad or simplistic	Topic or theme is identified as main idea; development remains basic or general	Main idea is well-marked by detail but could benefit from additional information	Main idea is clear supported, and enriched by relevant anecdotes and details
A	No topic emerges	Several topics emerge; any might become central theme or main idea	Topic becomes clear, though still too broad, lacking focus; reader must infer message	Topic is fairly broad, yet author's direction is clear	Topic is focused yet still needs additional narrowing	Topic is narrow, manageable, and focused
B	Support for topic is not evident	Support for topic is limited, unclear; length is not adequate for development	Support for topic is incidental or confusing, not focused	Support for topic is starting to work; still does not quite flesh out key issues	Support for topic is clear and relevant except for a moment or two	Support is strong and credible, and uses resources that are relevant and accurate
C	There are no details	Few details are present piece simply restates topic and main idea or merely answers a question	Additional details are present but lack specificity; main idea or topic emerges but remains weak	Some details begin to define main idea or topic, yet are limited in number or clarity	Accurate, precise details support one main idea	Details are relevant, telling; quality details go beyond obvious and are not predictable
D	Author is not writing from own knowledge/experience; ideas are not author's	Author generalizes about topic without personal knowledge/experience	Author "tells" based on others' experiences rather than "showing" by own experience	Author uses few examples to "show" own experience, yet still relies on generic experiences of others	Author presents new ways of thinking about topic based on personal knowledge/experience	Author writes from own knowledge/experience; ideas are fresh, original, and uniquely the author's
E	No reader's questions have been answered	Reader has many questions due to lack of specifics; it is hard to "fill in the blanks"	Reader begins to recognize focus with specifics, though questions remain	Reader generally understands content and has only a few questions	Reader's questions are usually anticipated and answered by author	Reader's questions are all answered
F	Author doesn't help reader make any connections	Author does not yet connect topic with reader in any way although attempts are made	Author provides glimmers into topic; casual connections are made by reader	Author stays on topic and begins to connect reader through self, text, world, or other resources	Author connects reader to top with a few anecdotes, text, or other resources	Author helps reader make many connections by sharing significant insights into life
Key question: Does the writer stay focused and share original and fresh information or perspective on the topic?						

ORGANIZATION

		Not Proficient			Proficient		
		1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
		Organization can't be identified; writing lacks sense of direction; content is strung together in loose, random fashion	Organization is mostly ineffective; only moments here and there direct reader	Organization is still problematic though structure begins to emerge; ability to follow text is slowed	Organization moves reader through text without too much confusion	Organization is smooth; only a few small bumps here and there exist	Organization enhances and showcases central idea; order of information is compelling, moving reader through text
A	There is no lead to set up what follows, no conclusion to wrap things up	The lead and/or conclusion are ineffective or do not work	Either lead or conclusion or both may be present but are clichés or leave reader wanting more	A recognizable lead and conclusion are present; lead may not create a strong sense of anticipation; conclusion may not tie up all loose ends	While lead and/or conclusion go beyond obvious, either could go even further	An inviting lead draws reader in; satisfying conclusion leaves reader with sense of closure and resolution	
B	Transitions between paragraphs are confusing or nonexistent	Weak transitions emerge yet offer little help to get from one paragraph to next and not often enough to eliminate confusion	Some transitions are used but they repeat or mislead resulting in weak chunking of paragraphs	Transitions often work yet are predictable and formulaic; paragraphs are coming together with topic sentence and support	Transitions are logical, though may lack originality; ideas are chunked in proper paragraphs and topic sentences are properly used	Thoughtful transitions clearly show how ideas (paragraphs) connect throughout entire piece, helping to showcase content of each paragraph	
C	Sequencing doesn't work	Little useful sequencing is present; it's hard to see how piece fits together as a whole	Sequencing has taken over so completely, it dominates ideas; is painfully obvious and formulaic	Sequencing shows some logic, but is not controlled enough to consistently showcase ideas	Sequencing makes sense and moves a bit beyond obvious, helping move reader through	Sequencing is logical and effective; moves reader through piece with ease from start to finish	
D	Pacing is not evident	Pacing is awkward; it slows to a crawl when reader wants to get on with it, and vice versa	Pacing is dominated by one part of piece and is not controlled in remainder	Pacing is fairly well controlled; sometimes lunges ahead too quickly or hangs up on details that do not matter	Pacing is controlled; there are still places author needs to highlight or move through more effectively	Pacing is well controlled; author knows when to slow down to elaborate, and when to move on	
E	Title (if required) is absent	Title (if required) doesn't match content	Title (if required) hints at weak connection to content; is unclear	Uninspired title (if required) only restates prompt or top	Title (if required) settles for minor idea about content rather than capturing deeper theme	Title (if required) is original, reflecting content and capturing central theme	
F	Lack of structure makes it almost impossible for reader to understand purpose	Structure fails to fit purpose of writing, leaving reader struggling to discover purpose	Structure begins to clarify purpose	Structure sometimes supports purpose, at other times reader wants to rearrange pieces	Structure generally works well for purpose and for reader	Structure flows so smoothly reader hardly thinks about it; choice of structure matches and highlights purpose	
Key question: Does the organizational structure enhance the ideas and make the piece easier to understand?							

VOICE

	Not Proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
	Author seems indifferent, uninvolved, or distanced from topic, purpose, and/or audience phrases	Author relies on reader's good faith to hear or feel any voice in such as "I like it" or "It was fun"	Author's voice is hard to recognize, even if reader is trying desperately to "hear" it	Author seems sincere, yet not fully engaged or involved; result is pleasant or even personable, though topic and purpose are still not compelling	Author attempts to address topic, purpose, and audience in sincere and engaging way; piece still skips a beat here and there	Author speaks directly to reader in individual, compelling, and engaging way that delivers purpose and topic; although passionate, author is respectful of audience and purpose
A	Author does not interact with reader in any fashion; writing is flat resulting in a disengaged reader	Author uses only clichés, resulting in continued lack of interaction with reader	Author seems aware of reader yet discards personal insights in favor of safe generalities	Author attempts to reach audience and has some moments of successful interaction	Author communicates with reader in earnest, pleasing, authentic manner	Author interacts with and engages reader in ways that are personally revealing
B	Author takes no risks, reveals nothing, lulls reader to sleep	Author reveals little yet doesn't risk enough to engage reader	Author surprises reader with random "aha" and minimal risk-taking	Author surprises, delights, or moves reader in more than one or two places	Author's moments of insight and risk-taking enliven piece	Author risks revealing self and shows individual thinking
C	Tone is not evident	Tone does not support writing	Tone is flat; author does not commit to own writing	Tone begins to support and enrich writing	Tone leans in right direction most of the time	Tone gives flavor and texture to message and is appropriate
D	Commitment to topic is missing; writing is lifeless or mechanical; it may be overly technical, formulaic, or jargonistic	Commitment to topic "might" be present; author does not help reader feel anything	Commitment to topic begins to emerge; reader wonders if author cares about topic	Commitment to topic is present; author's own point of view may emerge in a place or two but is obscured behind vague generalities	Commitment to topic is clear and focused; author's enthusiasm starts to catch on	Commitment to topic is strong; author's passion about topic is clear, compelling, and energizing; reader wants to know more
E	Voice is inappropriate for purpose/mode	Voice does not support purpose/mode; narrative is only an outline; expository or persuasive writing lacks conviction or authority to set it apart from mere list of facts	Voice is starting to support purpose/mode though remains weak in many places	Voice lacks spark for purpose/ mode; narrative is sincere, if not passionate; expository or persuasive lacks consistent engagement with topic to build credibility	Voice supports author's purpose/mode; narrative entertains, engages reader; expository or persuasive reveals why author chose ideas	Voice is appropriate for purpose/mode; voice is engaging, passionate, and enthusiastic

Key question: Would you keep reading this piece if it was longer?

WORD VOICE

		Not Proficient			Proficient		
		1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
		Vocabulary is limited; author searches for words to convey meaning; no mental imagery exists	Vocabulary is flawed, resulting in impaired meaning; wrong words are used; and reader can't picture message or content	Vocabulary is understandable yet lacks energy; some interpretation is needed to understand parts of piece	Vocabulary is functional yet still lacks energy; author's meaning is easy to understand in general emerges	Vocabulary is more precise and appropriate; mental imagery	Vocabulary is powerful and engaging, creating mental imagery; words convey intended message in precise, interesting, and natural way
A		Words are overly broad and/ or so generic no message is evident	Words are so vague and mundane that message is limited and unclear	Words are adequate and correct in a general sense; message starts to emerge	Words work and begin to shape unique, individual piece; message is easy to identify	In most cases words are "just right" and clearly communicate message	Words are precise and accurate; author's message is easy to understand
B		Vocabulary confuses reader and is contradictory; words create no mental imagery, no lingering memory	Vocabulary has no variety or spice; even simple words are used incorrectly; no mental images exist	Vocabulary is very basic; simple words rule; variety starts to "show" rather than "tell"; mental images are still missing	Vocabulary includes familiar words and phrases that communicate, yet rarely capture reader's imagination; perhaps a moment or two of sparkle or imagery emerges	Vocabulary is strong; it's easy to "see" what author says because of figurative language—similes, metaphors, and poetic devices; mental imagery lingers	Vocabulary is striking, powerful, and engaging; it catches reader's eye and lingers in mind; recall of handful of phrases or mental images is easy and automatic
C		Words are incorrectly used, making message secondary to word misfires	Words are either so plain as to put reader to sleep or so over the top they make no sense	Original, natural word choices start to emerge so piece sounds authentic	Attempts at colorful word choice show willingness to stretch and grow, yet sometimes go too far	New words and phrases are usually correct	Word choice is natural yet original and never overdone; both words and phrases are unique and effective
D		Misuse of parts of speech litters piece, confusing reader; no message emerges	Redundant parts of speech and/or jargon or clichés distract lack from message	Rote parts of speech reflect a of craftsmanship; passive verbs, overused nouns, and lack of modifiers and variety create fuzzy message	Accurate and occasionally refined parts of speech are functional and start to shape message	Correct and varied parts of speech are chosen carefully to communicate message, and clarify and enrich writing	Parts of speech are crafted to best convey message; lively verbs energize, precise nouns/ modifiers add depth, color, and specificity

Key question: Do the words and phrases create vivid pictures and linger in your mind?

SENTENCE FLUENCY

	Not Proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
	Sentences are incorrectly structured; reader has to practice to give paper a fair interpretive reading; it's nearly impossible to read aloud	Sentences vary little; even easy sentence structures cause reader to stop and decide what is being said and how; it's challenging to read aloud	Sentences are technically correct but not varied, creating sing-song pattern or lulling reader to sleep; it sounds mechanical when read aloud	Sentences are varied and hum along, tending to be pleasant or businesslike though may still be more mechanical than musical or fluid; it's easy to read aloud	Some sentences are rhythmic and flowing; a variety of sentence types are structured correctly; it flows well when read aloud	Sentences have flow, rhythm, and cadence; are well built with strong, varied structure that invites expressive oral reading
A	Sentence structure is choppy, incomplete, run-on, rambling, or awkward	Sentence structure works but has phrasing that sounds unnatural	Sentence structure is usually correct, yet sentences do not flow	Sentence structure is correct and begins to flow but is not artfully crafted or musical	Sentence structure flows well and moves reader fluidly through piece	Sentence structure is strong, underscoring and enhancing meaning while engaging and moving reader from beginning to end in fluid fashion
B	No sentence sense—type, beginning, connective, rhythm—is evident; determining where sentences begin and end is nearly impossible	There is little evidence of sentence sense; to make sentences flow correctly, most have to be totally reconstructed	Sentence sense starts to emerge; reader can read through problems and see where sentences begin and end; sentences vary little	Sentence sense is moderate; sentences are constructed correctly with some variety, hang together, and are sound	Sentence sense is strong; correct construction and variety is used; few examples of dialogue or fragments are used	Sentence sense is strong and contributes to meaning; dialogue, if present, sounds natural; fragments, if used, add style; sentences are nicely balanced in type, beginnings, connectives, and rhythm
C	Incomplete sentences make it hard to judge quality of beginnings or identify type of sentence	Many sentences begin in same way and are simple (subject-verb-object) and monotonous	Simple and compound sentence types and varied beginnings help strengthen piece	Sentence beginnings vary yet are routine, generic; types include simple, compound, and perhaps even complex	Sentence beginnings are varied and unique; four sentence types (simple, compound, complex, and compound-complex) create balance and variety	Varied sentence beginnings add interest and energy; four sentence types are balanced
D	Weak or no connectives create massive jumble of language; disconnected sentences leave piece chaotic	"Blah" connectives (and, so, but, then, and because) lead reader nowhere	Few simple connectives lead reader from sentence to sentence though piece remains weak	Connectives are original and hold piece together but are not always refined	Thoughtful and varied connectives move reader easily through piece	Creative and appropriate connectives show how each sentence relates to previous one and pulls piece together
E	Rhythm is chaotic, not fluid; piece cannot be read aloud without author's help, even with practice	Rhythm is random and may still be chaotic; writing does not invite expressive oral reading	Rhythm emerges; reader can read aloud after a few tries	Rhythm is inconsistent; some sentences invite oral reading, others remain stiff, awkward, or choppy	Rhythm works; reader can read aloud quite easily	Rhythm flows; writing has cadence; first reading aloud is expressive, pleasurable, and fun

Key question: Can you feel the words and phrases flow together as you read it aloud?

CONVENTIONS

	Not Proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
	Errors in conventions are the norm and repeatedly distract reader, making text unreadable	Many errors of various types of conventions are scattered throughout text	Author continues to stumble in conventions even on simple tasks and almost always on anything trickier	Author has reasonable control over standard conventions for grade level; conventions are sometimes handled well; at other times, errors distract and impair readability	Author stretches, trying more complex tasks in conventions; several mistakes still exist; for secondary students, all basic conventions have been mastered	Author uses standard writing conventions effectively to enhance readability; errors are few and only minor editing is needed to publish
A	Spelling errors are frequent, even on common words	Spelling is phonetic with many errors	Spelling on simple words is incorrect, although reader can understand	Spelling is usually correct or reasonably phonetic on common grade-level words, but not on more difficult words	Spelling on common grade-level words is correct but sometimes incorrect on more difficult words	Spelling is usually correct, even on more difficult words
B	Punctuation is often missing or incorrect	Simple end (. ? !) punctuation is correct; internal (, ' ; - : ...) punctuation is usually wrong or missing	Punctuation is inconsistent	End punctuation is usually correct; internal punctuation is sometimes correct; for secondary students, all punctuation is usually correct	Punctuation is correct and enhances readability in all but few places	Punctuation is correct, creative, and guides reader through entire piece
C	Capitalization is random, inconsistent, and sometimes nonexistent	Only the easiest capitalization rules are correctly applied	Capitalization is applied inconsistently except for proper nouns and sentence beginnings	Capitalization is mostly correct	Capitalization is correct; more sophisticated capitalization is used	Capitalization is thoroughly understood and consistently correct
D	Errors in grammar/usage are frequent and noticeable, making writing incomprehensible	Serious grammar/usage problems of every kind make comprehension difficult	Inappropriate grammar/usage results from heavy reliance on conversational oral language; meaning is confusing	Proper grammar/usage remains inconsistent and inaccurate though problems are not serious enough to distort meaning	Grammar/usage is usually correct; there are few grammar mistakes yet meaning is clear	Grammar/usage is correct and contributes to clarity and style; meaning is more than clear; piece is engaging and inviting to read
E	Extensive editing (on virtually every line) is required to polish text for publication; reader must read once to decode, then again for meaning	There's still a lot of editing required for publication; meaning is uncertain	Too much editing is still needed to publish although piece begins to communicate meaning	Moderate editing (a little of this, a little of that) is required to publish; meaning is clear	Several things still need editing before publishing; conventions are more correct than not; meaning is easily communicated	Hardly any editing is needed to publish; author may successfully manipulate conventions for stylistic effect; meaning is crystal clear

Key question: How much editing would have to be done to be ready to share with an outside source?

(Note: For the trait of conventions, grade level matters. Expectations should be based on grade level and include only skills that have been taught.)

Expectations for secondary students are obviously much higher than those of the elementary grade levels.)

PRESENTATION						
	Not Proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
	Presentation/formatting of piece confuses message	Presentation/formatting delivers a message clear in places and confusing in others	Presentation/formatting of piece delivers clear message, yet lacks a finished, polished appearance	Presentation/formatting of piece works in standard, predictable fashion, delivering a clear message that appears finished	Presentation/formatting enhances understanding of message; piece appears finished and is pleasing to eye	Presentation/formatting exceeds best of finished pieces; formatting extends understanding of message; finished appearance is of superior quality
A	Handwritten letters are irregular, formed inconsistently or incorrectly; spacing is unbalanced or absent; reader can't identify letters	Handwritten letters and words are readable with limited problems in letter shape and form; spacing is inconsistent	Handwriting creates little or no stumbling in readability; spacing is consistent	Handwriting is correct and readable; spacing is consistent and neat	Handwriting is neat, readable, and consistent; spacing is uniform between letters and words; text is easy to read	Handwriting borders on calligraphy; is easy to read and uniformly spaced; pride of author is clear
B	Many fonts/sizes make piece nearly unreadable	Few fonts/sizes make piece hard to read or understand	Fonts/sizes are limited in number; piece starts to come together visually	Fonts/sizes are consistent and appropriate; piece is easy to understand	Fonts/sizes invite reader into text; understanding is a breeze	Fonts/sizes enhance readability and enrich overall appearance; understanding is crystal clear
C	No thought is given to white space—it is random and confusing; identifying beginning seems and ending of text is difficult	Understanding of white space begins to emerge though piece "plopped" on paper without margins or boundaries	White space begins to frame and balance piece; margins may be present though some text may crowd edges; usage is inconsistent; paragraphs begin to emerge	White space frames text by creating margins; usage is still inconsistent on the whole; some paragraphs are indented, some are blocked	White space helps reader focus on text; margins frame piece, other white space frames markers and graphics; usage is consistent and purposeful; most paragraphs are either indented or blocked	White space is used to optimally frame and balance text with markers and graphics; all paragraphs are either indented or blocked
D	Visuals/graphics/charts are nonexistent, incomprehensible, and/or unrelated to text	Visuals/graphics/charts "might" be related to text	Visuals/graphics/charts match and integrate with text at times	Visuals/graphics/charts support and consistently clarify text	Visuals/graphics/charts enrich meaning of text and add layer of understanding	Visuals/graphics/charts help enrich and extend meaning by focusing reader's attention upon message
E	No markers (title, bullets, page numbers, subheads, etc.) are present	Perhaps one marker (a title, a single bullet or page number) is used	Markers are used but do not organize or clarify piece	Markers are used to organize, clarify, and present whole piece	Markers serve to integrate graphics and articulate meaning of piece	Markers help reader comprehend message and extend or enrich piece
Key question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?						