
A Component of the
Washington State Assessment System

Social Studies & Educational Technology

You and the Economy Grade 12

OSPI-Developed
Assessment

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Assessment for Social Studies–Educational Technology

Overview

Introduction

This document contains information which is essential to the administration of the OSPI-Developed assessment for social studies and educational technology. This assessment is an ideal culminating project that teaches students how to evaluate career choices and their potential effect on themselves, and the local, national and international economy.

Developed by teachers in Washington State, this assessment is designed to measure learning of selected standards for both social studies and educational technology.

Description of the OSPI-Developed Assessment

This assessment models best practices for instruction, including the use of technology, lesson cycle, differentiation, and student-centered learning. In addition, teachers will be able to collect and use formative and summative evidence regarding student performance on the social studies and educational technology standards.

Students will complete the assessment by responding to a social studies prompt using educational technology. During the assessment, students will develop a research question and use digital sources and tools to conduct a search for information. They will collect evidence that demonstrates their ability to locate, evaluate, and use information ethically and effectively.

Students will document their ability to organize information using a digital tool. In the final session of this assessment, students will produce a paper or presentation in response to the original prompt. Teachers will score the final products using both the social studies and the educational technology scoring tools.

Using the Assessment

The rubric for this educational technology assessment is structured distinctively in that it **combines a checklist and a performance scale**. The Sample Unit Plan and individual Session Plans describe the basic materials and time needed to complete the assessment. Teachers will need the rubric from social studies to complete this assessment.

Teachers should allow any student working productively on the assessment to continue. Session Plans provide some accommodations that differentiate the instruction or assessment based on the needs of students. Teachers should enable specific accommodations for ELL students, such as access to a paraprofessional, during the assessment. Any students who have an Individualized Education Plan (IEP) should have access to all accommodations required by the students' IEP.

For More Information

Please visit the OSPI Web site for additional resources for social studies (<http://www.k12.wa.us/SocialStudies>) and educational technology (<http://www.k12.wa.us/EdTech>).

Grade 12 You and the Economy Assessment for Social Studies–Educational Technology

This integrated assessment for social studies and educational technology uses the Technology through the Ages Social Studies Assessment. As students complete the task from the Social Studies assessment, they will collect evidence that demonstrates their ability to locate, evaluate, and use information ethically and effectively. Teachers can use this single assessment to evaluate student knowledge and abilities for social studies and educational technology.

For more information on the Social Studies assessment, including additional resources, rubrics, and exemplars, visit <http://www.k12.wa.us/SocialStudies/Assessments/default.aspx>.

The educational technology assessment is divided into four parts. During the first four sessions — Develop Questions, Locate Credible Sources, Conduct Research, and Model Synthesis — teachers will model the assessment with the whole class and provide formative feedback on student work. Students begin their individual research in Session Five. In the final session of this assessment, Session Eleven, students will create and publish a paper or presentation that answers the research question they developed in Session One.

This assessment offers an opportunity for teachers to develop their proficiency with the following National Educational Technology Standards for Teachers (NETS•T):

- **2a:** Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- **2d:** Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.
- **4a:** Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

For more information on the NETS for Teachers, please visit <http://www.iste.org/standards/nets-for-teachers.aspx>.

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This integrated assessment addresses the following standards:

| Standards | |
|---|---|
| Social Studies | Educational Technology |
| <p>2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.</p> <p>2.2.1 Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.</p> <p>2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.</p> <p>5.1.1 Analyzes the short-term and long-term implications of decisions affecting the global community.</p> <p>5.1.2 Evaluates the plausibility of an analysis of decisions affecting the global community.</p> <p>5.2.2 Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or even.</p> <p>5.4.1 Evaluates positions and evidence to make own decisions in a paper or presentation.</p> <p>5.4.2 Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (Grades 9-10)</p> | <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem. <p>1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results.</p> <ul style="list-style-type: none"> ▪ Combine information from separate sources to produce, support, and counter arguments. ▪ Assess the credibility, validity, and potential bias of online resources. ▪ Apply copyright law to correctly excerpt, paraphrase, and publish results to a wider audience. ▪ Cite sources using bibliography tools. ▪ Select relevant sources for a particular purpose or audience. |

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The student task shown below is the original prompt from the Social Studies assessment. Students will develop a paper or presentation which shows their understanding of social studies content. Students will need to collect the following evidence to show knowledge and skills associated with the educational technology standards:

- **Research question and sub-questions.**
- **Research plan** which lists the **search engines** and **keywords** needed to locate information about the question and sub-questions.
- **Organized notes** taken during research.
- A **list of all sources**, including those which did not supply information for the final product.
- **Citations** of sources.
- A statement about the **credibility and validity** of each source.

We refer to this collection of evidence as the **Research Notebook** throughout this document. The teacher can direct the format or permit students to select their own method for building the Research Notebook.

Here are a few examples:

- Document (Microsoft Word, GoogleDocs).
- List that is tagged and annotated using a social bookmarking tool. Delicious, <http://www.delicious.com/>, EdTags, <http://www.edtags.org/>, Scuttle, <http://sourceforge.net/projects/scuttle/> are three.
- Digital Notebook using Microsoft OneNote or LiveBinders, <http://livebinders.com/>.
- Blog entries or a wiki page.
- Mindmap or graphic organizer.

Student Task

Responsible citizenship requires careful consideration of the role people play in the local, national, and global economy. Evaluate the career choices available to you, and their possible effects on your local, national, and international economy, as well as yourself.

In a cohesive paper or presentation, you will:

- State a position on which career choices would be best for you.
- Provide reasons for your position that include:
 - An analysis of how your career choices will affect the local, national, and/or global economy with one or more examples.
 - An analysis of how the economic system may affect your economic choices with two or more examples.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

Essential Questions

| Social Studies | Educational Technology |
|--|--|
| <ul style="list-style-type: none"> ▪ Discuss with students what the concepts covered in this assessment are, why they are important, and how they are relevant to students' lives. ▪ Share essential questions on why these concepts matter. | <ul style="list-style-type: none"> ▪ Introduce an opportunity for students to communicate their research effectively using technology tools. ▪ Students need to be able to communicate successfully in a variety of ways and settings and with a variety of audiences. |

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Educational Technology Scoring Guide

Directions: Each of the *attribute names* below represents part of an educational technology standard. These are followed by *descriptions* of student performance which meet the standard. If the student work provides evidence of meeting the standard, it earns the *points* shown in the final column. Total the points and then compare to the *Scoring Rubric* to determine the overall level of performance.

We use the term digital to refer to tools and information that do not exist in a physical form. Computer software, Web sites, online databases, pod/vodcasts, and pages from an eReader are just a few examples.

Attributes of Educational Technology Standards

| GLE | Attribute Name | Description | Points |
|--------------|-----------------------|---|-----------|
| 1.3.1 | Significant Questions | Develops an original and focused research question or thesis. | 1 |
| | Plan Strategies | Generates a research plan using a digital tool. <i>For example, graphic organizers, brainstorming tools, source evaluation tools, timelines.</i> | 1 |
| | Digital Resources | Uses a digital tool to organize research. | 1 |
| 1.3.3 | Credible Sources | Uses one or more valid digital source related directly to the student task. | 1 |
| | | Provides evidence of the evaluation of bias in one or more digital source. | 1 |
| | Copyright Law | Excerpts and paraphrases information correctly. Note: This point can only be earned if the student has included a bibliography. | 1 |
| | | Cites sources appropriately. Note: This point can only be earned if the student has included a bibliography. | 1 |
| | Combine Information | Selects information from various sources to support or counter the thesis. | 1 |
| | | Organizes information from multiple sources to create a final digital product. | 1 |
| | Bibliography Tools | Uses a digital tool for constructing a bibliography. | 1 |
| TOTAL | | | 10 |

Scoring Rubric for You and the Economy: Educational Technology

| Performance Description | Points |
|--|--------|
| A Level 3 response exceeds the standards and reflects that a student can demonstrate knowledge and ability beyond the requirements for Educational Technology GLEs 1.3.1 and 1.3.3. | 10 |
| A Level 2 response meets the standards and reflects that a student understands and is able to perform GLE 1.3.1 <i>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry</i> and GLE 1.3.3 <i>Analyze, synthesize, and ethically use information to develop a solution, make informed decisions, and report results</i> BY using technology to develop a paper or presentation that evaluates available career choices, and their possible effects on the personal, local, national, and international economy. | 7 - 9 |
| A Level 1 response reflects that a student is still working toward meeting the GLEs. | 0 - 6 |

The Social Studies Rubric for this assessment can be found here:
<http://www.k12.wa.us/SocialStudies/Assessments/default.aspx>.

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Teachers must use the student task and scoring guide as written. However, teachers have leeway to adapt the amount of instruction, time considerations, and resources for individual classroom use.

There is no requirement to use this plan or the sessions that follow. However, teachers might find the structure useful. There are many ways to use the Sample Unit Plan, shown below. Its versatile design will adapt to multiple instructional strategies and classroom settings as teachers complete this integrated OSPI-Developed assessment.

In the *Key Concepts, Vocabulary, and Background Knowledge* section, you will model the assessment with the whole class and provide formative feedback on student work.

| Sample Unit Plan | | | |
|--|--|------------|--|
| Key Concepts, Vocabulary, and Background Knowledge | | | |
| Session | Standards | Time | Preparation and Materials |
| <u>1</u> Develop Questions | ET 1.3.1 | 45 minutes | <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Tool for recording brainstormed ideas <i>Optional</i> <input type="checkbox"/> Internet access, if using a web-based tool for brainstorming <input type="checkbox"/> Document camera or interactive whiteboard |
| <u>2</u> Locate Credible Resources | ET 1.3.1 ET 1.3.3 SS 5.2.2 SS 5.4.2 | 60 minutes | <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Digital sources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other sources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web site evaluation tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers or devices for student use |
| <u>3</u> Conduct Research | ET 1.3.1 ET 1.3.3 | 45 minutes | <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Digital sources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If they are blocked, contact your district’s technology department or select other sources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web site evaluation tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers or devices for student use <input type="checkbox"/> Graphic organizer from Social Studies assessment or student created mindmap <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector |
| <u>4</u> Model Synthesis | ET 1.3.3 SS 2.1.1 SS 2.2.1 SS 2.4.1 SS 5.1.1 SS 5.1.2 | 30 minutes | <input type="checkbox"/> Sample responses from Social Studies assessment <input type="checkbox"/> Social Studies assessment rubric <input type="checkbox"/> Educational Technology Scoring Guide <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector |

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During the *Individual Inquiry* phase of the assessment, students will create a research question, make a plan, and then collect research about the question in their Research Notebook. They will share this information during the collaborative *Discussion* section.

| Sample Unit Plan | | | |
|----------------------------------|--|---|---|
| Individual Inquiry | | | |
| Session | Standard(s) | Time | Preparation and Materials |
| <u>5</u> Plan for Inquiry | ET 1.3.1 | 30 minutes | <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Computers for student use <input type="checkbox"/> Research Notebook <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector <input type="checkbox"/> Internet access, if students will be using online tools to organize their research |
| <u>6</u> Independent Research | ET 1.3.3 SS 5.2.2 SS 5.4.2 | 60 minutes (or as needed for research) | <input type="checkbox"/> Digital sources for students to use: for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other sources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web site evaluation tool <input type="checkbox"/> Computers or devices for student use |
| <u>7</u> Develop a Position | ET 1.3.3 SS 5.2.2 | 30 minutes | <input type="checkbox"/> Graphic organizer from Social Studies assessment <i>Optional</i> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector |
| Discussion | | | |
| Session | Standard(s) | Time | Preparation and Materials |
| <u>8</u> Discussion | ET 1.3.1 ET 1.3.3 SS 2.1.1 SS 2.2.1 SS 2.4.1 SS 5.1.1 SS 5.1.2 | 45 minutes | <i>Optional</i> <input type="checkbox"/> Digital camera to record the discussion <input type="checkbox"/> Microphone and speaker <input type="checkbox"/> Skype or other interactive communication resource <input type="checkbox"/> Class Web site to post photos, videos, and/or other materials to document the discussion |

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In the final phase of the assessment—*Organization, Synthesis, Position, and Presentation*—students synthesize their research to produce a paper or presentation which addresses the original prompt.

| Sample Unit Plan | | | |
|--|--|--|---|
| Organization, Synthesis, Position and Presentation | | | |
| Session | Standard(s) | Time | Preparation and Materials |
| <u>9</u> Synthesis | ET 1.3.1 ET 1.3.3 SS 5.2.2 SS 5.4.1 | 30 minutes | <input type="checkbox"/> Research Notebook <input type="checkbox"/> Tools to construct a final paper, or create and publish a presentation <input type="checkbox"/> Computers or devices for student use <input type="checkbox"/> Web site evaluation tool <i>Optional</i> <input type="checkbox"/> Internet access, if students will be using an online digital tool |
| <u>10</u> Develop a Draft | ET 1.3.3 SS 2.1.1 SS 2.2.1 SS 2.4.1 SS 5.1.1 SS 5.1.2 SS 5.4.1 SS 5.4.2 | 90 minutes (or as needed for writing) | <input type="checkbox"/> Research Notebook <input type="checkbox"/> Digital tools for organizing notes , building bibliography , and to create and publish a presentation. <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools.) |
| <u>11</u> Final Product | all | 60 minutes | <input type="checkbox"/> Tools to construct a final paper, or create and publish a presentation <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Computer connected to a projector, if students will be presenting <input type="checkbox"/> Internet access if presentation materials are online |

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| Session One: Developing Questions | |
|--|--|
| Key Concepts, Vocabulary, and Background Knowledge | <p>Background</p> <p>The purpose of the Key Concepts, Vocabulary, and Background Sessions is to model the targets and expectations of the assessment before students complete one on their own. During Session One, students begin to engage with Educational Technology Standard 1.3.1 as they “identify...significant questions for investigation and plan strategies to guide inquiry.” This is the first part of a larger expectation for students to be able to use information to develop a solution and report results.</p> <p>The brainstorming process allows students to tap into their creativity while an organizational structure will help clarify thinking, increase retention through the use of a visual format, and help develop content. Using a digital tool has additional advantages: reading is easy, and updates and changes are simple to make. Students can also convert the content between different formats, for example mindmap and outline. The use of graphic organizers is also found in Washington’s Reading standards (component 2.1).</p> <p>Teachers should consider introducing new vocabulary—brainstorm, search engine, database, key terms</p> <p>Original text from the Social Studies assessment is in bold.</p> |
| | <p>Prep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before these sessions where you will model the assessment with one topic with the entire class, choose an issue or topic for your class and look at sources related to the issues. Brainstorm stakeholders or perspectives involved with the issue or topic. <input type="checkbox"/> Identify and coordinate with other staff, for example a teacher-librarian, technology specialist, or department member. <input type="checkbox"/> Have a discussion about what the key concepts are. <input type="checkbox"/> Review federal policies that protect children in the online environment—CIPA, COPPA and FERPA. Also, review district policies on Acceptable Use of technology and Digital Citizenship. Note provisions related to ethical and legal use, personal safety, cyberbullying, and the publication of student work, if you plan to post this content to a public Web site. If your district does not provide one, we have a sample Parental Permission Form to publish student work on a Web site. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider using the Tribal Sovereignty curriculum as a resource. <input type="checkbox"/> If you will be using an online tool for this session, be sure that the Web site(s) you want to use will be accessible for students. If it is blocked, contact your district’s technology department or select other digital tools. <input type="checkbox"/> Print or download a copy of a KWHL chart (for example, http://www.worksheetworks.com/miscellanea/graphic-organizers/kwhl.html) to model during the session. <input type="checkbox"/> Review “Out of the Question,” by Sally Godinho and Jeni Wilson for ideas on using questions in the classroom, http://essdack.org/files/question%20flip%20book.pdf |
| | <p>Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Tool for recording brainstormed ideas (for example, KWHL chart, Microsoft Word, Kidspiration) <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Internet access, if using a web-based tool for brainstorming <input type="checkbox"/> Document camera or interactive whiteboard |

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| Session One: Develop Questions | |
|--------------------------------|---|
| Learning Plan (45 minutes) | |
| Engage | <ul style="list-style-type: none"> ▪ Introduce the unit by previewing the Student Task and Essential Questions. ▪ Review relevant GLEs in order to set a clear target. Tell students that in the first session, they will be using a digital tool in order to develop a research question and plan. The purpose of the information they collect throughout the assessment will be twofold: the basis for a Research Notebook and also for an individual product (paper or presentation). They will practice the skill as a class first and then complete the assessment on their own. |
| Explore | <ul style="list-style-type: none"> ▪ Using the topic or issue you pre-selected, start brainstorming topics of interest with students. Model the use of the graphic organizer for organizing thinking and preparing for research. The graphic organizer may be in either digital or print form. If using a paper version, use a document camera or interactive whiteboard and projector with the class to show how students can complete the organizer. For example, use a KWHL chart (Know already, Want to know, How to research, Learning about a topic). As students suggest ideas about the topic during the brainstorm, add these to the “K” column. ▪ Review the brainstormed list of topics with students. Have the class identify their top three to five choices. ▪ Ask students to work with a partner and develop one or two questions to address through research. As students share their questions with the whole class, have a discussion about what makes an effective research question. For example, a question that can’t be answered with a simple “yes/no,” a question that begins with “How…” or one that requires the student develop a comparison or investigation. Ask students to provide ideas for improving individual questions on the list. They will use this model as they develop a research question independently in Session Five. |
| Extend | <ul style="list-style-type: none"> ▪ Work with the class to select a question for further investigation. ▪ Have students work individually or in pairs to brainstorm relevant resources they can consult to find information about the research question. This will be a model for a research plan they will develop in Sessions Five through Nine. Encourage students to include the following elements: <ul style="list-style-type: none"> ▪ Examples of search engines, databases, or other sources ▪ Examples of key terms for Internet searches ▪ As students share their ideas, fill in the “H” column of the class KWHL chart. |
| Evaluate | <ul style="list-style-type: none"> ▪ Ask students to reflect on the following questions: <ul style="list-style-type: none"> ▪ <i>How do you match a research question with sources?</i> ▪ <i>What could you do if you were having trouble finding sources to answer a question?</i> ▪ <i>How does using a graphic organizer (like a KWHL chart) help you think about a topic?</i> ▪ <i>What are some other uses for graphic organizers in research?</i> ▪ Do not score this session as part of the assessment. Be sure to save class notes from this session so that students can reference them later. Students will build on the KWHL chart in the following sessions. |

Key Concepts, Vocabulary, and Background Knowledge

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| Session Two: Locate Credible Resources | |
|--|---|
| Key Concepts, Vocabulary, and Background Knowledge | <p>Background</p> <p>In this session, students have an opportunity to reinforce the skills associated with Educational Technology Standard 1.3.1 and begin to build knowledge and skills around the expectations found in Educational Technology Standard 1.3.3 and Social Studies Standards 5.2.2 and 5.4.2 as they learn to locate, evaluate, and cite sources using digital tools.</p> <p>This session also has connections with Reading GLE 2.2.2, in which students use electronic text features to for research and to verify meaning and GLE 2.4.3 which requires students to “analyze and evaluate text for validity and accuracy.”</p> <p>Teachers should consider introducing new vocabulary—intellectual property, paraphrase.</p> <p>Teachers should encourage the use of online translation tools and search engines in languages other than English for ELL students.</p> <p>Original text from the Social Studies assessment is in bold.</p> |
| | <p style="text-align: center;">Prep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the digital tool(s) you will want to model and use with students for the Research Notebook. <input type="checkbox"/> Select a “fake” Web site or Web search to use for discussion. There are several good social studies options at http://www.idiotica.com/cranium/encyclopedia/. You could also show students results from a Google search for a fictional animal, such as the Jackalope. <p style="text-align: center;"><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources for selected Web 2.0 tools <input type="checkbox"/> Review lesson plans on the Resources page—Searching for Information, Intellectual Property, and Evaluating Sources—for opportunities to pre-teach, re-teach, or extend learning. |
| | <p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Digital sources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other sources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web site evaluation tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers or devices for student use |

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| Session Two: Locate Credible Resources | | |
|--|----------|--|
| Learning Plan (60 minutes) | | |
| Key Concepts, Vocabulary, and Background Knowledge | Engage | <ul style="list-style-type: none"> ▪ Show students a Web site or a list of search results that looks legitimate, but does not have accurate information. Do not tell students anything about the site or the information. Ask for feedback about the site or search. ▪ Have a discussion with students about how they determine whether or not information is credible. Use this opportunity to talk about what makes a search effective. ▪ Review the brainstormed information from the previous session and restate the purpose of the work. Tell students that during today’s session, they will search for and evaluate web-based information. ▪ Remind students of the educational technology and social studies standards they are working toward. |
| | Explain | <ul style="list-style-type: none"> ▪ Model how to locate information and determine the credibility of sources using digital tools. There is a variety of Web site evaluation tools listed on the Resources page which students can use to help determine the validity of information. ▪ Show students how to document the information they find using the Research Notebook format you have chosen. For example, students might copy and paste the URL of a Web site and some relevant information. Then, add a comment about the validity of the information. You could also choose to model paraphrasing by pasting information from the Web site in one column of notes and your own reflection and understanding in another column. ▪ Model how to cite and reference sources properly to support positions on the issue or topic. You could set up a few examples ahead of time and then model one or two. Students can use the “insert citation” function in Word or an online tool such as Easybib. For more information on teaching citation and intellectual property issues for this grade level, see the Citation section of the Resources. <p><i>Teaching Tips and Accommodations</i></p> <ul style="list-style-type: none"> ▪ Show students how to keep the Research Notebook and Internet search open at the same time, as well as how to copy and paste information to the Notebook. ▪ Pre-select Web sites for students or have folders of information on the class Web site as an entry point for student research. ▪ Provide a note-taking scaffold or limit research options for students who need more support. For example, you could use the Research Log at the end of this assessment to help students organize information. |
| | Explore | <ul style="list-style-type: none"> ▪ Have students bring in relevant research (e.g. newspaper articles, personal interviews) by engaging in a search for information. Students will share and use this information during the next learning session. ▪ Remind students to use the ideas generated during the previous session’s brainstorm activity. This will provide a list of sources to search. ▪ Also remind students to keep a list of all sources, including those which did not supply useful information for the final product. ▪ Students should practice citing their sources as they collect information. |
| | Evaluate | <ul style="list-style-type: none"> ▪ Ask students for examples of searches they conducted that did not return the results they expected. <i>What strategies did they use to find better information?</i> ▪ Be prepared to provide formative feedback to students about their strategies for searching and documenting information. You can also have students use the Student Checklist. For example: <ul style="list-style-type: none"> ▪ <i>Choice of relevant key word.</i> ▪ <i>Ability to navigate results independently and refine searches.</i> ▪ <i>Use resources that are timely and have authority.</i> ▪ <i>Ability to record all of the information they need to construct a citation.</i> ▪ Do not score this session as part of the assessment. |

Grade 12 You and the Economy

Assessment for Social Studies–Educational Technology Assessment

| Session Three: Conduct Research | |
|---|---|
| <p>Background</p> <p>In this session, students will continue to work with Educational Technology Standards 1.3.1 and 1.3.3 as they synthesize information to produce an argument.</p> <p>This session also continues to build student understanding of Reading GLEs 2.2.2 and 2.4.3 as students use select resources and electronic text features to locate and comprehend information.</p> <p>Original text from the Social Studies assessment is in bold.</p> | |
| Key Concepts, Vocabulary, and Background Knowledge | <p style="text-align: center;">Prep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide additional opportunities for students to gather and organize information from digital resources. Continue to support learning with feedback about the search strategies students use and the information they gather. <input type="checkbox"/> Select a primary source (text, audio, and/or video) to use as a model or a communication tool (for example, Skype, Google Voice, email) to connect students with historical experts. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review video resources for selected Web 2.0 tools <input type="checkbox"/> Review lesson plans on the Resources page about the concepts of Search Strategies and Intellectual Property for opportunities to pre-teach, re-teach, or extend learning. |
| | <p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Digital sources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other sources.) <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web site evaluation tool <input type="checkbox"/> Internet access <input type="checkbox"/> Computers or devices for student use <input type="checkbox"/> Graphic organizer from Social Studies assessment or student created mindmap <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector |

Grade 12 You and the Economy
Assessment for Social Studies–Educational Technology Assessment

| Session Three: Conduct Research | |
|---------------------------------|---|
| Learning Plan (45 minutes) | |
| Engage | <ul style="list-style-type: none"> ▪ Show students a primary source (text, audio, or video) that presents perspective students can discuss. The Resources page lists the URLs of several primary source Web sites. ▪ Remind students of the educational technology standards they are working toward for this session. ▪ Review essential content that has been generated to this point and re-state the purpose of the assessment. |
| Explore | <ul style="list-style-type: none"> ▪ Have all students look at one set of resources from various perspectives on the issue chosen by the teacher. (Review words specific to the assessment and its rubric.) These words will be helpful to students as key words for Internet searches. As they use the resources, have students practice notes/paraphrasing, citing sources, and providing evidence-based reason(s) for selecting the source. Have students use the Research Notebook format you have selected and modeled. ▪ Other options for research might include an email exchange, audio-only sources, or video call; for example, Skype with an expert. |
| Explain | <ul style="list-style-type: none"> ▪ Help students to analyze how issues relate to the concepts addressed in the assessment. Complete a graphic organizer connected with the assessment as a class. Review the “KWH” columns from Session One. Using this information collected by the class during Sessions Two and Three, fill in the “L” column of the chart. Use the opportunity to hold a class discussion about the information students collected on cultural contributions. During the discussion, introduce the standards for the next session. As you do this, model how to identify and evaluate other positions or perspectives on the issue or topic. |
| Evaluate | <ul style="list-style-type: none"> ▪ Be prepared to provide formative feedback to students about their knowledge and skills in <i>selecting relevant and important information, summarizing results, and citing sources</i>. Do not score this part of the lesson with the assessment. ▪ You may also have students use the Student Checklist to assess their own work. |

Grade 12 You and the Economy

Assessment for Social Studies–Educational Technology Assessment

| Session Four: Model Synthesis | | | | | |
|--|---|---|---|--|--|
| Key Concepts, Vocabulary, and Background Knowledge | <p>Background</p> <p>This is the final session of the Key Concepts, Vocabulary, and Background Knowledge section of the assessment. It is a transition from the exploration students have been conducting to a focused application using their research, a sample paper, and the social studies and educational technology rubrics. In this session, students will continue working with Educational Technology Standard 1.3.3 and begin working with Social Studies Standards 2.1.1, 2.2.1, 2.4.1, 5.1.1, and 5.1.2 as they explore a sample response and scoring.</p> <p>Original text from the Social Studies assessment is in bold.</p> | | | | |
| | <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">Prepare</td> <td> <input type="checkbox"/> Sample responses from Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/ScoringGuide-HSYouandtheEconomyCBA.pdf <input type="checkbox"/> Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSEcon-YouandTheEconomy-CBA.pdf <input type="checkbox"/> Educational Technology Scoring Guide </td> </tr> <tr> <td></td> <td> <p><i>Optional</i></p> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector </td> </tr> </table> | Prepare | <input type="checkbox"/> Sample responses from Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/ScoringGuide-HSYouandtheEconomyCBA.pdf <input type="checkbox"/> Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSEcon-YouandTheEconomy-CBA.pdf <input type="checkbox"/> Educational Technology Scoring Guide | | <p><i>Optional</i></p> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector |
| | Prepare | <input type="checkbox"/> Sample responses from Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/ScoringGuide-HSYouandtheEconomyCBA.pdf <input type="checkbox"/> Social Studies assessment, http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSEcon-YouandTheEconomy-CBA.pdf <input type="checkbox"/> Educational Technology Scoring Guide | | | |
| | | <p><i>Optional</i></p> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector | | | |
| | Learning Plan (30 minutes) | | | | |
| Engage | <ul style="list-style-type: none"> ▪ Review the graphic organizer from the previous session. What conclusions can students draw about the topic? ▪ Remind students of the standards they are working toward for this session and restate the purpose of the assessment. ▪ Review rubrics and their required elements. | | | | |
| Explore | <ul style="list-style-type: none"> ▪ Have students look at a sample paper to show what a proficient response looks like and to understand the scoring process. ▪ During the discussion, model how positions on the issue or topic relate to the required elements of the rubric. | | | | |
| Evaluate | <ul style="list-style-type: none"> ▪ Have students provide feedback on the sample paper and their research using the rubrics. <i>What suggestions do the students have for how they might have improved their work through a greater range or diversity of primary sources, or more mediums, citations, or paraphrased information?</i> ▪ Do not score this part of the assessment. Use for formative purposes only. | | | | |

Grade 12 You and the Economy
Assessment for Social Studies–Educational Technology Assessment

| Session Five: Plan for Inquiry | |
|---|--|
| <p>Background</p> <p>In this session, students will continue to develop skills with Educational Technology Standard 1.3.1 as they identify significant questions for investigation and plan strategies to guide inquiry.</p> <p>Original text from the Social Studies assessment is in bold.</p> | |
| Individual Inquiry | <p style="text-align: center;">Prep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before this session, determine the level of choice for students in selecting an issue or topic. Help students choose an issue or topic for individual inquiry. Possible ways of determining the issue or topic include: <ul style="list-style-type: none"> ▪ Have students choose from a predetermined list of issues or topics for which there are ample resources. ▪ Have students choose any issue or topic. ▪ Have all students in the entire class focus on one issue or topic. <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review information on “The Research Question” presented on the Website, ChangingMinds.org, http://changingminds.org/explanations/research/initiation/research_question.htm |
| | <p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to a projector <input type="checkbox"/> Computers for student use <input type="checkbox"/> Research Notebook <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Document camera or interactive whiteboard connected to a projector <input type="checkbox"/> Internet access, if students will be using online tools to organize their research |

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Assessment for Social Studies–Educational Technology Assessment

| Session Five: Plan for Inquiry | |
|--------------------------------|---|
| Learning Plan (30 minutes) | |
| Engage | <ul style="list-style-type: none"> ▪ Provide students examples of three to five research questions. Be sure to include one strong question and one weak question. Ask students to think about each question. <ul style="list-style-type: none"> ▪ <i>What makes an effective question for investigation?</i> ▪ <i>Of the questions you provided, which ones would students consider to be good?</i> ▪ <i>What suggestions do they have for improving the other examples?</i> ▪ Review information collected during the Key Concepts, Vocabulary, and Background Knowledge sessions. Tell students they will use their new ability to locate and evaluate credible sources as a model for a new topic they will investigate individually. The first step will be to develop a research question. |
| Explore | <ul style="list-style-type: none"> ▪ Model how to determine a research question. For example, use a pre-selected topic to brainstorm ideas first or use as the basis for another KWHL chart. ▪ Have students determine their research question on the issue or topic they have selected. E.g., “How can you balance the right to own guns and public safety?” |
| Evaluate | <ul style="list-style-type: none"> ▪ Ask students to have a peer provide feedback on the question they select. Remind students to use the question criteria identified during the Engage activity to evaluate the merit of this research question. |
| Extend | <ul style="list-style-type: none"> ▪ Have students create a list of sub-questions related to each component of the rubric. Examples: <ul style="list-style-type: none"> ▪ “What constitutional principles relate to gun ownership?” ▪ “What court cases or government policies have dealt with gun ownership?” ▪ “What positions are there on gun ownership?” ▪ “How are these positions justified?” ▪ Have students develop a research plan to gather information to address the research and sub-questions. Depending on the level of support students need, provide a template or scaffold or allow students to develop their own plans as part of the Research Notebook component of this assessment. |
| Evaluate | <ul style="list-style-type: none"> ▪ Provide formative feedback to students about their research questions and sub-questions. Look for questions which require more than a yes/no/maybe answer and sub-questions which cause students to dig deeper into a topic. Students will have opportunities throughout the remainder of the assessment to revise these questions based on feedback from you and their peers. |

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Assessment for Social Studies–Educational Technology Assessment

| Session Six: Independent Research | |
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| <p>Background</p> <p>In this session, students will continue to work with Educational Technology Standard 1.3.3 and Social Studies Standards 5.2.2 and 5.4.2 as they select, assess, cite, and combine information from a variety of sources. It is very important that students document all their research and ideas in the Research Notebook. You will base your evaluation of students’ knowledge and skills with these targets on the information students collect during this session.</p> <p>Original text from the Social Studies assessment is in bold.</p> | |
| Prep | <p><i>Optional</i></p> <p><input type="checkbox"/> Pre-teach search strategies or methods to evaluate the credibility, validity, and potential bias of online sources. You could use a lesson from the Searching for Information or Evaluating Sources section of Resources.</p> |
| Materials | <p><input type="checkbox"/> Digital sources for students to use, for example, selected search engines or Web sites, podcasts, collections, video clips. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other sources.)</p> <p><input type="checkbox"/> Research Notebook</p> <p><input type="checkbox"/> Web site evaluation tool</p> <p><input type="checkbox"/> Computers or devices for student use</p> |
| <p>Learning Plan (60 minutes or as needed for research)</p> | |
| Engage | <ul style="list-style-type: none"> ▪ Use a Think-Pair-Share activity to prompt thinking about search strategies. <ol style="list-style-type: none"> 1. Have students reflect on their research question to identify sources that might provide information. 2. Next, have students share their ideas with a partner and provide input on one another’s search strategies. 3. Finally, ask for a few students to volunteer to share their research question. 4. As each student reads their question, have the class suggest sources to find information about the question or ways to search for information (for example key terms and Boolean strategies). ▪ Remind students of the standards they are working toward for this session and restate the purpose of the assessment. |
| Explore | <ul style="list-style-type: none"> ▪ Have students conduct research with sources provided or they may find sources on their own. Have students analyze and evaluate each source for relevance to their research questions. ▪ Using their Research Notebook, students should keep track of <ul style="list-style-type: none"> ▪ Bibliographic information about the resources. ▪ Notes from resources that help answer the research question or sub-questions. ▪ How they located the information and why they judged the source as credible and valid. <p><i>Teaching Tips and Accommodations</i></p> <ul style="list-style-type: none"> ▪ Provide a scaffold or template can be provided for students who need more support with tracking their research. |
| Extend | <ul style="list-style-type: none"> ▪ Have students evaluate and revise, if necessary, their research question based on initial review of sources. |
| Evaluate | <ul style="list-style-type: none"> ▪ Provide feedback and/or have peers offer feedback about the research using the Scoring Guide or Student Checklist. In particular, look for evidence that students <i>use digital tools, excerpt and paraphrase information, select relevant sources, use resources that are timely and have authority, and record all of the information needed to construct a citation.</i> |

Individual Inquiry

— Session Seven: Develop a Position

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Assessment for Social Studies–Educational Technology Assessment

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|---|---|
| <p>Background</p> <p>In this session, students reinforce skills associated with Educational Technology Standard 1.3.3 and Social Studies Standard 5.2.2 as they “combine information from separate sources to produce, support, and counter arguments.” This is the final session for the Individual Inquiry portion of the assessment. At this point, students should begin the synthesis of their research by organizing their information and beginning the development of a position about their research question. They will share this position and their supporting ideas and documentation in the next session.</p> <p>This session also begins an association with Writing GLE 1.1.1 for which students use various strategies for planning writing.</p> <p>Original text from the Social Studies assessment is in bold.</p> | |
| Prep | <p><i>Optional</i></p> <p><input type="checkbox"/> Pre-teach the organization and synthesis of information using a lesson from the Reading and Writing section of the Lesson Plan Resources.</p> |
| Materials | <p><input type="checkbox"/> Graphic organizer from Social Studies assessment</p> <p><i>Optional</i></p> <p><input type="checkbox"/> Document camera or interactive whiteboard connected to a projector</p> |
| Learning Plan (30 minutes) | |
| Engage | <ul style="list-style-type: none"> ▪ Ask students to share their research question and sub-questions with a partner. Students should identify specifics from their research which provide information on these questions: <ul style="list-style-type: none"> ▪ <i>What am I learning about the topic?</i> ▪ <i>What am I learning about searching for and organizing information?</i> ▪ Review learning targets for this session with students. Explain that the focus today will be to identify key points from their partner discussion and use these points to prepare for the final product. |
| Explore | <ul style="list-style-type: none"> ▪ Have students begin to complete a graphic organizer connected with the assessment. Remind students they can use the graphic organizer completed during the Key Concepts, Background, and Vocabulary sessions as a guide. |
| Explain | <ul style="list-style-type: none"> ▪ Students can use the graphic organizer with a partner or the whole class to discuss key components. |
| Extend | <ul style="list-style-type: none"> ▪ Have students develop an initial position on the issue or topic related to the required elements of the rubric. Tell students that the position they take will be the basis for discussion during the next session. |
| Evaluate | <ul style="list-style-type: none"> ▪ Be prepared to provide formative feedback to students about their knowledge and skills relative to <i>selecting information that has a general pattern and is clear and well-known about the topic</i>, and <i>summarizes results</i> of the research. ▪ Do not score this part of the assessment. Students will have an opportunity to revise this initial work following the next session. |

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Assessment for Social Studies–Educational Technology Assessment

| Session Eight: Discussion | | | | | |
|---|--|--|---|----------|--|
| <p>Background</p> <p>In this session, students continue their work with Educational Technology Standards 1.3.1 and 1.3.3 as they continue to produce their argument for the assessment. Students engage in a discussion with peers, enabling them to apply understanding of economic concepts (Social Studies EALR 2). This will also provide an opportunity for additional feedback on the research that students have been conducting and allow for some final adjustments to the position they will be taking before constructing the final product.</p> <p>The ability to apply “skills and strategies to contribute responsibly in a group setting” is represented by Communication GLE 2.2.2 and has connections to this session.</p> <p>Original text from the Social Studies assessment is in bold.</p> | | | | | |
| Discussion | <table border="1"> <tr> <td style="text-align: center;">Prep</td> <td> <input type="checkbox"/> Before class, choose a strategy for having students discuss with one another their initial conclusions on the issue(s) or topic(s) they are researching. For example, organize students into small groups around similar topics or constitutional principles addressed and have students discuss their initial positions. </td> </tr> <tr> <td style="text-align: center;">Material</td> <td> <i>Optional</i> <input type="checkbox"/> Digital camera to record the discussion <input type="checkbox"/> Microphone and speaker <input type="checkbox"/> Skype or other interactive communication resource <input type="checkbox"/> Class Web site to post photos, videos, and other materials to document the discussion </td> </tr> </table> | Prep | <input type="checkbox"/> Before class, choose a strategy for having students discuss with one another their initial conclusions on the issue(s) or topic(s) they are researching. For example, organize students into small groups around similar topics or constitutional principles addressed and have students discuss their initial positions. | Material | <i>Optional</i> <input type="checkbox"/> Digital camera to record the discussion <input type="checkbox"/> Microphone and speaker <input type="checkbox"/> Skype or other interactive communication resource <input type="checkbox"/> Class Web site to post photos, videos, and other materials to document the discussion |
| | Prep | <input type="checkbox"/> Before class, choose a strategy for having students discuss with one another their initial conclusions on the issue(s) or topic(s) they are researching. For example, organize students into small groups around similar topics or constitutional principles addressed and have students discuss their initial positions. | | | |
| | Material | <i>Optional</i> <input type="checkbox"/> Digital camera to record the discussion <input type="checkbox"/> Microphone and speaker <input type="checkbox"/> Skype or other interactive communication resource <input type="checkbox"/> Class Web site to post photos, videos, and other materials to document the discussion | | | |
| | Learning Plan (45 minutes) | | | | |
| | Engage | <ul style="list-style-type: none"> ▪ Revisit the essential question in preparation for class discussion and restate the purpose of the assessment. ▪ If this is the first time students have engaged in a scholarly discussion with peers, provide an explanation of the format and ask for student input on managing the discussion (for example, active listening skills and taking turns). | | | |
| Explore | <ul style="list-style-type: none"> ▪ Conduct a class discussion on the information students have collected. ▪ You could enhance the discussion with technology: <ul style="list-style-type: none"> ▪ Amplify with a microphone and speakers. ▪ Engage an external audience using Skype or other interactive communication resource. ▪ Share the discussion with a video. ▪ Share the discussion by posting an interview or notes on classroom Web site. | | | | |
| Extend | <ul style="list-style-type: none"> ▪ Have students revisit their research questions and initial positions and revise as necessary. | | | | |
| Evaluate | <ul style="list-style-type: none"> ▪ Provide, or have student peers provide, a final round of feedback on the research questions and initial positions. Look for evidence that the student is able to <i>identify a significant question(s), select relevant information, and use evidence to support an argument.</i> | | | | |

Grade 12 You and the Economy

Assessment for Social Studies–Educational Technology Assessment

| Session Nine: Synthesis | |
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| <p>Background</p> <p>This session is the beginning of the final phase of the assessment. During the session, students continue working with Educational Technology Standards 1.3.1 and 1.3.3 as they organize resources and assess the credibility, validity, and potential bias of sources. They also begin to develop their skill with Social Studies Standard 5.2.2 and 5.4.1 as students “evaluate positions and evidence to make [their] own decisions in a paper or presentation.”</p> <p>The targets for this session are also connected with Writing GLE 1.1.1 which involves using “an (electronic) log as the basis for informational writing” and requires students to use a “prewriting stage to formulate a thesis and organize text.”</p> <p>Original text from the Social Studies assessment is in bold.</p> | |
| Prep | <input type="checkbox"/> Before you begin the Organization, Synthesis, Position and Presentation portion of the assessment, consider opportunities for students to present their work to a meaningful audience. For example, display student work on a class Web site, allow students to present via videoconference, or share their learning with another class. <p><i>Optional</i></p> <input type="checkbox"/> Pre-teach compare and contrast using one of the identified Reading and Writing lessons. |
| Materials | <input type="checkbox"/> Research Notebook <input type="checkbox"/> Web site evaluation tool <input type="checkbox"/> Tools to construct a final paper, or to create and publish a presentation <input type="checkbox"/> Computers or devices for student use <p><i>Optional</i></p> <input type="checkbox"/> Internet access, if students will be using online digital tool |
| Learning Plan (30 minutes) | |
| Engage | <ul style="list-style-type: none"> ▪ Ask students to restate the qualities of valid and credible sources. Have students evaluate their research to ensure that they have adequate evidence, information, and credible sources to address all aspects of the rubric. |
| Explore | <ul style="list-style-type: none"> ▪ Have students complete the graphic organizer (started during Session Seven) provided to prepare a draft of their final response. Students should use their Research Notebook to connect the statements they make with evidence from their notes. ▪ Have students review the persuasive paper or presentation checklist before drafting their paper or presentation. This checklist is part of the Social Studies rubric. ▪ If students will be doing a presentation, be sure they are familiar with the format(s) you will expect them to use. Here are examples of presentation formats students can use. You can find more information on the Resources page: <ul style="list-style-type: none"> ▪ <i>Desktop Publishing:</i> Publisher, Powerpoint, Glogster, Blog, Wiki ▪ <i>Digital Storytelling:</i> MovieMaker, iMovie, CamStudio, Voicethread ▪ <i>Virtual Fieldtrip:</i> Google Earth, Bing Maps ▪ <i>Podcasting:</i> Audacity, Garageband, Jamstudio |
| Extend | <ul style="list-style-type: none"> ▪ Students should begin to draft their final paper or presentation. |
| Evaluate | <ul style="list-style-type: none"> ▪ Although students’ Research Notebook will not be scored until Session Eleven, this is the final opportunity for formative feedback about knowledge and skills associated with <i>identifying significant questions for inquiry, combining information from separate sources to produce arguments, and using relevant and credible resources.</i> |

Grade 12 You and the Economy

Assessment for Social Studies–Educational Technology Assessment

| Session Ten: Develop a Draft | | | |
|--|--|---|---|
| Organization, Synthesis, Position, and Presentation | <p>Background</p> <p>In this session, students continue to develop knowledge and skills associated with Educational Technology Standard 1.3.3 and Social Studies Standards 2.1.1, 2.2.1, 2.4.1, 5.1.1, 5.1.2, 5.4.1, and 5.4.2 as they create a paper or presentation and bibliography. Their final product must evaluate available career choices, and their possible effects on the personal, local, national, and international economy.</p> <p>This session also has elements of Writing GLE 1.3. The target involves gathering and considering feedback from peers and adults.</p> <p>Original text from the Social Studies assessment is in bold.</p> | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%; text-align: center;">Prep</td> <td> <i>Optional</i> <input type="checkbox"/> Pre-teach (or re-teach) using one of the identified Reading and Writing lessons for a compare and contrast essay. </td> </tr> </table> | Prep | <i>Optional</i> <input type="checkbox"/> Pre-teach (or re-teach) using one of the identified Reading and Writing lessons for a compare and contrast essay. |
| | Prep | <i>Optional</i> <input type="checkbox"/> Pre-teach (or re-teach) using one of the identified Reading and Writing lessons for a compare and contrast essay. | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%; text-align: center;">Materials</td> <td> <input type="checkbox"/> Research Notebook <input type="checkbox"/> Digital tools for organizing notes, building bibliography, and to create and publish a presentation. <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools.) </td> </tr> </table> | Materials | <input type="checkbox"/> Research Notebook <input type="checkbox"/> Digital tools for organizing notes , building bibliography , and to create and publish a presentation. <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools.) |
| | Materials | <input type="checkbox"/> Research Notebook <input type="checkbox"/> Digital tools for organizing notes , building bibliography , and to create and publish a presentation. <input type="checkbox"/> Computers or devices for student use <i>Optional</i> <input type="checkbox"/> Internet access, if students will be using online digital tools. (Be sure that the Web site(s) you want to use will be accessible for students. If blocked, contact your district’s technology department or select other digital tools.) | |
| <p>Learning Plan (90 minutes or as needed for developing paper or presentation)</p> | | | |
| Engage | <ul style="list-style-type: none"> ▪ Have students review their graphic organizers and research from previous sessions. Explain that they will use these elements to draft a paper or presentation. Encourage students to add details to their organizers. ▪ Remind students of the standards targeted by this assessment. | | |
| Explore | <ul style="list-style-type: none"> ▪ Have students develop an initial draft of a coherent paper or presentation that addresses all aspects of the rubric. ▪ Have students complete a bibliography (requiring that the bibliography is to be annotated is at the teacher’s discretion). Citation was part of Session Two, but you might need to model how to create an organized list from the cited sources. | | |
| Evaluate | <ul style="list-style-type: none"> ▪ Allow students opportunities to receive feedback on whether or not their paper or presentation includes all of the required elements of the rubric or any other aspects of the paper or presentation not scored on the rubric, such as the writing process. ▪ You may also have students use the Student Checklist to assess their own work. | | |

Grade 12 You and the Economy

Assessment for Social Studies–Educational Technology Assessment

| Session Eleven: Final Product | | | | | | | |
|---|--|--|--|---------|--|----------|---|
| Organization, Synthesis, Position, and Presentation | <p>Background</p> <p>In this session, students will demonstrate their mastery of the educational technology and social studies standards associated with the You and the Economy assessment as they complete a paper or presentation.</p> <p>This session has strong connections with Writing GLE 1.2.1 which asks that students use a prewriting plan, draft by hand or electronically, and produce multiple drafts. It also builds on Writing GLE 1.3.1, part of Session Ten, as students use feedback and re-read work for different purposes (for example, adding transitions and relevant information).</p> <p>Original text from the Social Studies assessment is in bold.</p> | | | | | | |
| | <p>Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital tools for organizing notes, building bibliography, and to create and publish a presentation. <input type="checkbox"/> Computers or devices for student use <p><i>Optional</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer connected to a projector, if students will be presenting <input type="checkbox"/> Internet access if presentation materials are online | | | | | | |
| | <p>Learning Plan (60 minutes)</p> | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; vertical-align: middle;">Engage</td> <td> <ul style="list-style-type: none"> ▪ Have students review feedback on their draft work generated during the last session. Ask students to reflect on the comments and identify a plan to address any issues. ▪ Remind students about the standards they are working toward for this assessment. ▪ Review the rubrics and remind students to use these as they complete their final draft and Research Notebook. </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Explore</td> <td> <ul style="list-style-type: none"> ▪ Have students complete a final draft of their response to the assessment. </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Evaluate</td> <td> <ul style="list-style-type: none"> ▪ Score students' final work using the rubric and/or the scoring matrix. ▪ Score students' Research Notebook, which should include research questions, plans, and research. Use the Scoring Guide for Educational Technology. </td> </tr> </table> | Engage | <ul style="list-style-type: none"> ▪ Have students review feedback on their draft work generated during the last session. Ask students to reflect on the comments and identify a plan to address any issues. ▪ Remind students about the standards they are working toward for this assessment. ▪ Review the rubrics and remind students to use these as they complete their final draft and Research Notebook. | Explore | <ul style="list-style-type: none"> ▪ Have students complete a final draft of their response to the assessment. | Evaluate | <ul style="list-style-type: none"> ▪ Score students' final work using the rubric and/or the scoring matrix. ▪ Score students' Research Notebook, which should include research questions, plans, and research. Use the Scoring Guide for Educational Technology. |
| | Engage | <ul style="list-style-type: none"> ▪ Have students review feedback on their draft work generated during the last session. Ask students to reflect on the comments and identify a plan to address any issues. ▪ Remind students about the standards they are working toward for this assessment. ▪ Review the rubrics and remind students to use these as they complete their final draft and Research Notebook. | | | | | |
| Explore | <ul style="list-style-type: none"> ▪ Have students complete a final draft of their response to the assessment. | | | | | | |
| Evaluate | <ul style="list-style-type: none"> ▪ Score students' final work using the rubric and/or the scoring matrix. ▪ Score students' Research Notebook, which should include research questions, plans, and research. Use the Scoring Guide for Educational Technology. | | | | | | |
| | | | | | | | |

Grade 12 You and the Economy

Student Research Log

Name: _____

Research Question: _____

| Printed Source | |
|-----------------|------------------------------------|
| Title: | |
| Author: | Type of source (book, periodical): |
| Date published: | Publisher: |
| Notes: | |

| Printed Source | |
|-----------------|------------------------------------|
| Title: | |
| Author: | Type of source (book, periodical): |
| Date published: | Publisher: |
| Notes: | |

Grade 12 You and the Economy

Student Research Log

Name: _____

Research Question: _____

| Digital Source | |
|--------------------|--|
| Title: | |
| Author (if known): | Type of source (Web, audio, Skype interview, video): |
| Access Date: | URL: |
| Notes: | |

| Digital Source | |
|--------------------|--|
| Title: | |
| Author (if known): | Type of source (Web, audio, Skype interview, video): |
| Access Date: | URL: |
| Notes: | |

Grade 12 You and the Economy Student Checklist

Name _____

Student Task

In a cohesive paper or presentation, you will:

- State a position on which career choices would be best for you.
- Provide reasons for your position that include:
 - An analysis of how your career choices will affect the local, national, and/or global economy with one or more examples.
 - An analysis of how the economic system may affect your economic choices with two or more examples.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

| Description | Checklist | How do I know? |
|---|--------------------------|----------------|
| I develop an original research question or thesis about my topic. | <input type="checkbox"/> | |
| I use a digital tool, such as a graphic organizer or timeline, to plan my research. | <input type="checkbox"/> | |
| I use a digital tool organize information collected during my research. | <input type="checkbox"/> | |
| I use at least one valid digital source related directly to the student task. | <input type="checkbox"/> | |
| I use evidence to explain my evaluation of the bias in at least one digital source. | <input type="checkbox"/> | |
| I excerpt and paraphrase information from sources. | <input type="checkbox"/> | |
| I cite my sources. | <input type="checkbox"/> | |
| I select information from different sources to support or counter my thesis. | <input type="checkbox"/> | |
| I create a final digital product (paper or presentation) from my research. | <input type="checkbox"/> | |
| I develop a bibliography with a digital tool. | <input type="checkbox"/> | |

Posting Photos and Student Work Parental Permission Form

Parental Consent Form

In Washington State's K-12 schools, email, blogs, podcasts, collaborative document sites, such as GoogleDocs, and multimedia items that publish to school and class Web sites, have become an integral part of education, administration and communication with the community.

As educators, we are committed to practices that promote student safety and privacy of information—online and offline. We approach communication software and hardware, which allow students to connect with peers, experts and educators as important tools for student learning.

Given that web-based communication requires an online presence—not always anonymous—we ask parents and students to consider carefully the **acceptable level of access and participation** your student will have using digital tools at school.

These three statements summarize _____ school's policy related to the privacy of student content.

1. Publishing photos of students or samples of student work promotes an opportunity to share and learn with others. It is acceptable to publish images of students and student learning products on school Web pages without information that would identify the student. **Parents/guardians must provide written consent to publish their child's photo or school work on any school-related Web site before the item is published.**
2. All students and teachers must abide by the copyright laws of the United States.
3. All student files, created and stored on the school district's network, are the property of the school district. As district property, all files and multimedia items are open to the review and evaluation of district officials.

Permission

As a parent or legal guardian of _____, I have read, and I understand the policy statement related to the posting of images of students and student work online.

I consent to the permission(s) I have initialed below:

_____ I grant permission for the publication of my student's photo or work without information that would identify the student.

_____ I grant permission for my student to use online tools provided by the teacher.

_____ I grant permission for my student to use a personal email account for assignments while at school.

Student Name (Print): _____

Student Signature: _____ Date: _____

Parent (Guardian) Signature: _____ Date: _____

Grade 12 You and the Economy

Assessment for Social Studies — Educational Technology

| Educational Technology Resources | | |
|----------------------------------|--|---|
| Examples of Digital Tools | | |
| | Description | Location |
| Brainstorm and Mindmap | Bubbl.us is a simple and free Web application that lets you brainstorm online. | http://bubbl.us |
| | Text2Mindmap allows you to type text in an outline then automatically create a mindmap. | http://www.text2mindmap.com/ |
| | Mind42 is a browser based online mind mapping application. You can keep track of all your ideas, whether alone, with colleagues and friends or working collaboratively with the whole world. | http://www.mind42.com/ |
| Cite | Bibme is a free online tool for generating citations. | http://www.bibme.org/ |
| | Easybib will generate single citations and does not require an account or login. | http://www.easybib.com/ |
| Take Notes | Teachers can set up a Padlet page where students can post notes about what they are learning. | http://padlet.com/ |
| | This hierarchical outlining tool allows students to organize up to five levels of information for reading and writing activities. During or after reading, students can use Notetaker to compile and organize reading notes, research, and related ideas. | http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html |
| Communicate | Skype allows you to use the Internet to make free calls (including video) to anyone else who has Skype. | http://www.skype.com/ |
| | If you have a Gmail account, you can use the Google Chat plugin for video and voice to talk with other google users. | http://www.google.com/talk/ |
| Publish | You can use Glogster to develop an interactive poster. | http://edu.glogster.com/ |
| | Animoto has educational accounts. Students can upload pictures, add text and music, and generate a presentation. | http://animoto.com/ |
| | With a Voicethread account, students are able to share documents, images, and videos with others. | http://voicethread.com/ |
| | Students can create posts for a classroom blog . Examples of education-friendly sites are provided, but there are others. | http://edublogs.org/ http://kidblog.org/home.php |
| | Wikis are Web sites that are easy to create and edit. Many services offer free wikis for educators. | http://www.wikispaces.com/ http://pbworks.com/ |
| Social Bookmarking | Delicious makes it possible to bookmark, organize and share favorite Web pages | http://www.delicious.com/ |
| | Education-friendly EdTags is an online destination where you can store, categorize and share your favorite Web content. | http://www.edtags.org/ |

Grade 12 You and the Economy

Assessment for Social Studies — Educational Technology

| Educational Technology Resources | |
|----------------------------------|--|
| | <p>Scuttle is an open source social bookmarking tool downloadable from SourceForge.net, http://sourceforge.net/. Also take a look at SemanticScuttle that sports features like structured tags.</p> <p style="text-align: right;">http://sourceforge.net/projects/scuttle/ http://sourceforge.net/projects/semanticscuttle/</p> |

| Educational Technology Resources | | |
|----------------------------------|---|--|
| Examples of Digital Tools | | |
| | Description | Location |
| Collaborate | Social bookmarking tools allow individuals to bookmark resources on the Web, then share them with a group. | http://delicious.com http://diigo.com http://www.edutagger.com/ |
| | Microblogging Web sites enable classes to collaborate using short bits of text and links. | http://edmodo.com http://twitter.com |
| | Documents, spreadsheets, and presentations can be written, shared, and revised using Google Docs . There is an education version for k-12. | http://docs.google.com |
| | Students can collect and share web-based notes using a variety of tools. | http://www.ubernote.com/ http://livebinders.com/ http://www.layers.com/ |
| Search and Evaluate Information | These sites provide guidance on evaluating Web sites for credibility, validity, and potential bias | http://www.library.cornell.edu/olinuris/ref/research/wbeval.html http://www.library.cornell.edu/olinuris/ref/research/webcrit.html |
| | This tool may be used by students to assess Web sites and explain their reasoning | http://school.discoveryeducation.com/schrockguide/pdf/evalhigh.pdf |
| | Advanced search options on Bing | http://help.live.com/help.aspx?project=w1_searchv1&market=en-US |
| | Advanced search help on Google | http://www.google.com/support/websearch/bin/answer.py?answer=136861 |
| | Choosing best search engine /tool | http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html |
| | A list of ways to support students in the critical evaluation of information . | http://school.discoveryeducation.com/schrockguide/eval.html |

Grade 12 You and the Economy Assessment for Social Studies — Educational Technology

| Educational Technology Resources | |
|---|--|
| Videos | |
| Description | Location |
| Demonstration of bubbl.us as a mindmapping tool | http://www.youtube.com/watch?v=I2nrVVqikjE |
| Part I of a series of brief clips about the use of Webspiration. There are links on the side of the page for other Webspiration features. | http://www.youtube.com/watch?v=z3CmdIIuxQE |
| Glogster in 90 seconds | http://www.youtube.com/watch?v=MvC47fUANLk |
| Explanation of Glogster features | http://www.youtube.com/watch?v=qW5SSn9nno0 |
| Shows how Microsoft OneNote can be used to organize and share information (including multimedia options) | http://www.youtube.com/watch?v=1sDzbrRsZZk |
| Social Studies Resource Sites | |
| Description | Location |
| ProCon offers free access to content that promotes “critical thinking, education, and informed citizenship by presenting research on controversial issues in a straightforward, nonpartisan, and primarily pro vs. con format.” | http://www.procon.org/ |
| Use the Smithsonian Online Collections and Datasets to “search over 2 million records with 265,900 images, video and sound files, electronic journals and other resources from all across the Smithsonian.” | http://www.smithsonian.org/research/online-collections-datasets.htm |
| American Memory from the Library of Congress “provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.” | http://memory.loc.gov/ammem/ |
| The National Archives and Records Administration (NARA) contains “documents and materials created in the course of business conducted by the United States Federal government.” | http://www.archives.gov/ |
| Other primary source history resources | http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html http://www.eduplace.com/ss/hmss/primary.html |

Grade 12 You and the Economy

Assessment for Social Studies — Educational Technology

| Educational Technology Resources | |
|--|---|
| Lesson Plans | |
| Description | Location |
| Comparing and Evaluating Political and Economic Systems | |
| <i>One Country, Two Systems</i> “In this lesson, you will visit Web sites that will help you compare and evaluate the economic and political systems of China and Hong Kong.” | http://www.econedlink.org/lessons/index.php?lesson=EM136&page=teacher |
| <i>Comparative Economic Systems</i> “What would life be like in the North Korean economy? How would things be different in the economy of Chad? In this lesson, you will have the opportunity to compare these two economies to the U.S. economy, and you’ll practice using some tools that can help you to study any economy in the world.” | http://www.econedlink.org/lessons/index.php?lesson=EM322&page=teacher |
| Evaluating Sources | |
| Evaluating Eyewitness Reports | http://edsitement.neh.gov/view_lesson_plan.asp?id=281 |
| Evaluating Online Resources | http://cybersmartcurriculum.org/researchinfo/lessons/9-12/evaluating_online_resources/ |
| Intellectual Property | |
| Exploring Plagiarism, Copyright, and Paraphrasing | http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-plagiarism-copyright-paraphrasing-1062.html |
| Reading and Writing | |
| Reading Online | http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html |
| Modeling Academic Writing Through Scholarly Article Presentations | http://www.readwritethink.org/classroom-resources/lesson-plans/modeling-academic-writing-through-1133.html |
| Finding Common Ground: Using Logical, Audience-Specific Arguments | http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html |
| Peer-editing Instructions | http://www.readwritethink.org/files/resources/lesson_images/lesson398/peer-edit2.pdf (PDF) |
| Policy Guidance | |
| Description | Location |
| Children’s Internet Protection Act (CIPA) | http://www.e-ratecentral.com/CIPA/default.asp |
| Children’s Online Privacy Protection Act (COPPA) | http://www.coppa.org/comply.htm |
| Family Educational Rights and Privacy Act (FERPA) | http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html |