

## Whose School Rules? CARC Social Studies

**Enduring Understanding:**

This final culminating project causes students to consider the effects of intercultural contact of previously somewhat isolated societies and the change it causes in a real life situation. Students make a decision of a proposed school amalgamation using examples from the Renaissance, Japan, and Aztec curricular case studies.

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

<b>General Outcome 8.1 From Isolation to Adaptation: Japan</b>		
Through an examination of Japan, students will demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation.		
<b>General Outcome 8.2 Origins of a Western Worldview: Renaissance Europe</b>		
Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.		
<b>General Outcome 8.3 Worldviews in Conflict: The Spanish and the Aztecs</b>		
Through an examination of Spanish and Aztec societies, students will demonstrate an understanding and appreciation of how intercultural contact affects the worldviews of societies.		
<b>Specific Outcomes</b>		
<b>Number</b>	<b>Heading and Outcome (and bullet where applicable)</b>	<b>Criteria</b>
<b>8.S.7</b> 8.S.7.5	<b>apply the research process:</b> <ul style="list-style-type: none"> <li>● organize and synthesize researched information</li> </ul>	research information
<b>8.S.2</b> 8.S.2.1 8.S.2.3	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>● distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations</li> <li>● analyze the historical contexts of key events of a given time period</li> </ul>	analyse historical events
<b>8.S.7</b> 8.S.7.1 8.S.7.2 8.S.7.3  <b>8.S.4</b> 8.S.4.4	<b>apply the research process:</b> <ul style="list-style-type: none"> <li>● integrate and synthesize concepts to provide an informed point of view on a research question or an issue</li> <li>● develop a position that is supported by information gathered through research</li> <li>● draw conclusions based upon research and evidence</li> </ul> <b>demonstrate skills of decision making and problem solving</b> <ul style="list-style-type: none"> <li>● participate in and predict outcomes of problem-solving and decision-making scenarios</li> </ul>	draw conclusions/ support recommendation
<b>8.S.8</b> 8.S.8.1  8.S.8.4	<b>demonstrate skills of oral, written and visual literacy:</b> <ul style="list-style-type: none"> <li>● communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</li> <li>● offer reasoned comments related to a topic of discussion</li> </ul>	communicate ideas

## Grade 8 Social Studies Performance Assessment: Student Task

### Whose School Rules?

Due to educational funding cutbacks, your school division is considering amalgamating (joining together) the junior high schools in your community. They will be holding a public forum to hear opinions about this proposed amalgamation.

You are a member of the student advisory committee and will have to convince the school board whether or not this is a good idea. Based on your knowledge of historical intercultural contact and the change in worldviews it created, i.e., Japan (isolation), Renaissance (change), and the Aztecs (contact), decide if this amalgamation should take place. You will present your decision to the members of the school board. To do so:

- **Research Information**

Gather information about the schools. What types of information will you need to make an informed recommendation?

- **Analyze Historical Events**

Consider the complex effects of differing worldviews and the pros and cons of intercultural contact for the three situations studied throughout the year (Edo-Meiji Japan, Renaissance, and Aztecs). What were the causes and effects of intercultural contact in those historical contexts?

- **Draw Conclusions/Support Recommendation.**

Describe changes that are likely to take place if the amalgamation occurs. How will they be similar and different to the historical examples? Make a recommendation to the school board based on the historical examples – how will the changes with amalgamation be similar and different to the historical examples? Who will benefit from amalgamation and who, if anyone will suffer?

- **Communicate Ideas**

In a professional presentation to the school board, present your opinion. Your presentation must include: well organized basic information about the schools you researched, your analysis of historical events and the effects of intercultural contact, and your decision about isolation or amalgamation supported with evidence. You may use any one of the following: oral presentation, multimedia, drama, essay, or a choice of your own when cleared with your teacher

**Whose School Rules? Rubric**

<b>Level</b> <b>Criteria</b>	<b>4</b> <b>Excellent</b>	<b>3</b> <b>Proficient</b>	<b>2</b> <b>Adequate</b>	<b>1</b> <b>Limited*</b>	<b>Insufficient/ Blank*</b>
<b>Researches information</b> (8.S.7.5)	Provides an <b>in-depth</b> and <b>skilfully</b> organized investigation of schools' information	Provides a <b>substantial</b> and <b>logically</b> organized investigation of schools' information	Provides a <b>partial</b> and <b>awkwardly</b> organized investigation of schools' information	Provides an <b>incomplete</b> and <b>confusingly</b> organized investigation of schools' information	No score is awarded: insufficient evidence of student performance based on the requirements the task.
<b>Analyses historical events</b> (8.S.2.1, 8.S.2.3)	Provides a <b>comprehensive</b> understanding of the effects of isolation, contact and change	Provides a <b>thorough</b> understanding of effects of isolation, contact and change	Provides a <b>basic</b> understanding of effects of isolation, contact and change	Provides a <b>vague</b> understanding of effects of isolation, contact and change	
<b>Draws conclusions /supports recommend -ation</b> (8.S.7.1, 8.S.7.2, 8.S.7.4 8.S.4.4 )	Synthesizes information to develop a <b>perceptive</b> recommendation supported by <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> recommendation supported by <b>relevant</b> evidence.	Synthesizes information to develop a <b>simplistic</b> recommendation supported by <b>general</b> evidence.	Synthesizes information to develop a <b>vague</b> recommendation supported by <b>weak</b> evidence.	
<b>Communi-cates ideas</b> (8.S.8.1, 8.S.8.4)	Communicates key information <b>convincingly</b> throughout the presentation that considers purpose and audience.	Communicates key information <b>effectively</b> throughout the presentation that considers purpose and audience.	Communicates <b>some</b> ideas and information during the presentation that <b>may</b> consider both purpose and audience.	Communicates <b>few</b> ideas during the presentation that <b>does little</b> to consider both purpose and audience	

\* When work is judged limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

**TEACHER NOTES**

This task is best used as a year-end task.

Teachers will have to ensure that they review the elements of worldview and how each case study relates to worldview.

Students may need support in forming and supporting their opinion statements. The following sentence prompt may be helpful:

I think \_\_\_\_\_ because \_\_\_\_\_.

Teachers may use examples of schools that may share facilities (French Immersion/English schools, alternate programs, separate/public schools)

The critical challenge "Our School's Identity" from ([http://www.onlineguide.learnalberta.ca/content-og/ssoc7/html/ourschoolsidentity\\_cc.html](http://www.onlineguide.learnalberta.ca/content-og/ssoc7/html/ourschoolsidentity_cc.html)) could be used or adapted to create understandings of identity.

**For Best Results**

To aid students in **researching information** (criterion #1):

- students can brainstorm as a class the various types of information they will need to inquire about to make an informed choice, e.g., extra-curricular activities, population, demographics, etc. Students can then use a chart similar to the "Data Gathering Chart" below.

To aid students in **analysing historical events** (criterion #2):

- students can use a chart similar to the "Analysing Historical Events Chart" below for each of the historical case studies (Japan, Renaissance, and Aztecs). Several copies may be necessary for each case study.

To aid students in **drawing conclusions and supporting recommendation** (criterion #3):

- students can use a chart similar to the "Justifying My Choice" chart below. It may be beneficial to students to discuss the meaning of the term "historical context" if not already clearly understood. Remind students that our context is different than the historical ones and, therefore, the historical evidence may not be relevant. In that case, that irrelevancy must be explained.

To aid students in **communicating ideas** (criterion #4):

- students can use a checklist similar to the "Communication Checklist" below. Be sure to discuss techniques and criteria for persuasive speaking. The rubric can be modified to reflect these criteria.

To aid students in **self-reflection**:

- have them complete the "Self-Reflection Checklist" at the end of completing their task and prior to presentation.

**Data Gathering Chart: Whose School Rules?**

<b>Category of Information</b>	<b>School A:</b> _____	<b>School B:</b> _____	<b>School C:</b> _____
Population and demographics			
Extra-curricular activities (and percent of pop. involved)			

**Analysing Historical Events: Whose School Rules?**  
 Cause and Effect in \_\_\_\_\_ Time Period

<b>Causes (What aspect of the society's worldview caused the event?)</b>	<b>Event</b>	<b>Effects (Positive and Negative)</b>
1.		1.
2.		2.
3.		3.
1.		1.
2.		2.
3.		3.
1.		1.
2.		2.
3.		3.
1.		1.
2.		2.
3.		3.

**Consequences of Amalgamation: Whose School Rules?**

The historical context of each case study is:

Japan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Renaissance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Aztecs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Positive Consequences of Amalgamation</b>	<b>Negative Consequences of Amalgamation</b>

Assessment task created by: Tara Billingsley (WRPS), Harriet Liddle (WRPS), and Sharon Richter



**Justifying My Choice: Whose School Rules?**

Recommendation: I recommend the three schools \_\_\_\_\_ (do/do not) amalgamate.

Reason #1 \_\_\_\_\_

Evidence from case study \_\_\_\_\_

\_\_\_\_\_

Reason #2 \_\_\_\_\_

Evidence from case study \_\_\_\_\_

\_\_\_\_\_

Reason #3 \_\_\_\_\_

Evidence from case study \_\_\_\_\_

\_\_\_\_\_

Reason #4 \_\_\_\_\_

Evidence from case study \_\_\_\_\_

\_\_\_\_\_

Reason #5 \_\_\_\_\_

Evidence from case study \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Student Self-reflection Checklist: Whose School Rules?

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Criteria	Yes	Not Yet	I know this because:
<b>1. Research Information</b> I have accessed a wide range of information about the schools			Other information I could find out:
<b>2. Analyse Historical Events</b> I have considered the causes and effects of historical events			
I have considered the causes and effects of differing worldviews			
<b>3. Draw Conclusions/supports Recommendation</b> I have used evidence from Japan (isolation) to support my decision.			
I have used evidence from the Renaissance (change) to support my decision.			
I have used evidence from the Aztecs (contact) to support my decision.			
My justifications are logical and consider many factors.			
<b>4. Communicate Ideas</b> I have considered my audience in my word choice.			
I have considered my purpose and attempted to use persuasive language and techniques.			

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