

Grade 7 Social Studies Example (based on British Columbia’s Core Competencies and Curriculum)

Duration: 10 days

| | Learning Outcomes (Standards & Competencies) | Assessment Tasks, Rubrics, & Checklists | Instructional Moves & Feedback |
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| <p>What are the competencies to be learned? What are the criteria or characteristics of this competency?</p> | <p>Acquire, interpret, and present information (includes inquiries).</p> <ul style="list-style-type: none"> I can understand and share information about a topic that is important to me. I present information clearly and in an organized way. I can present information and ideas to an audience I may not know. <p>Collaborate to plan, carry out, and review constructions and activities.</p> <ul style="list-style-type: none"> I can work with others to achieve a common goal. I do my share. I can take on roles and responsibilities in a group. I can summarize key ideas and identify the ways we agree (commonalities). | <p>Collaboration Rubric</p> <p>Teams of 3 students choose a current technology and trace its origins to ancient culture.</p> <p>They are provided a set of materials to review and research and a set of tasks to accomplish.</p> <ol style="list-style-type: none"> Set up guidelines of how to work together; define and assign roles. Identify checkpoints to evaluate the collaboration. Read a couple of common articles and discuss key points. Split up a few resources; each read or view those sources, summarizing their points. Share and discuss the highlights. Create a visual showing how the technology evolved and the specific influence from ancient culture. Record a vlog to share your findings. Post for others to view. | <p>Model one process as a class to demonstrate how to trace an innovation over time. Include how to analyze/annotate a text to determine the argument and evidence.</p> <p>Provide ongoing feedback during discussions (observation and conversation).</p> <p>Review reading notes or graphic organizers to ensure accuracy in student interpretations of readings/videos.</p> <p>Use a checklist to monitor collaboration criteria for individual students and the class. Provide direction instruction when necessary.</p> <p>Ask student teams to self-assess throughout to ensure collaboration is going smoothly and guide any needed mid-course corrections.</p> <p>Final collaboration scores are based on observations and self-assessments.</p> <p>Final content scores are based on vlogs and individual student reflections after viewing 2–3 other vlogs.</p> |
| <p>What content is important in this unit of study?</p> | <p>Scientific, philosophical, and technological developments</p> <ul style="list-style-type: none"> Cite specific examples to explain the contributions of ancient cultures to the evolution of various fields of technology (e.g. astronomy, medicine, paper, sea travel, agriculture, ceramics). Compare selected technologies from selected ancient cultures in terms of materials, purpose, and impact on society and daily life. | <p>Add one row of criteria to the collaboration rubric to include descriptions regarding the extent to which content (scientific, philosophical, and technological developments) is accurate, evidence supports conclusions, and explanations are clear.</p> | |