**Jenn DeSorgher**

**MVU**

**Grade 8 Social Studies**

**Unit 1**

**PKL**

**Performance-Based assessments**, **K**UD, **L**earning Scales

|  |
| --- |
| **Performance-Based Assessment(s)****Grade 8 Social Studies**: Early American History***Students will write an essay that describes the similarities and differences between settlement groups of North America, in terms of selected traits of culture, to preview the impact of colonialism on the land and people.*****Pre- Assessment:** Students will write an essay that describes the similarities and differences between modern China and America in terms of selected traits of culture. (based on prior instruction from grade 7)**Mid Assessment:** Students will write an essay that describes the similarities and differences between settlement groups of the Spanish and Native Americans in North America in terms of selected traits of culture.**Final Assessment:** Students will write an essay that describes the similarities and differences between settlement groups of the French and English in North America in terms of selected traits of culture. |

|  |  |  |
| --- | --- | --- |
| **K**now(particular facts/terms associated with the learning) | **U**nderstand(limited # big ideas that recur across units) | Do(transferable skills aligned with school-wide outcomes) |
| * cultural traits: religion, language economy, government and social groups
* raw materials & natural resources
* colonialism
* missionary
* monarchy
* New France
* English Colonies
* New Spain
 | The settlement groups of North America were culturally similar and different.Comparing settlement groups of North America previews the impact of colonialism on the land and people. | Organize information in a graphic organizer for the purpose of comparing and contrasting(CCSS.ELA WHST 6-8.2a)Introduce the topic clearly, previewing what is to follow (CCSS.ELA WHST 6-8.2a)Use appropriate and varied transitions to create cohesion and clarify the relationship among ideas(CCSS.ELA WHST 6-8.2c)Provide a concluding section that follows from and supports the information presented(CCSS. ELA WHST 6-8.2f) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **L**earning Scales |  |  |  |  |
|  | Getting Started | Making Progress | Got It | Transfer |
| Organize for comparing and contrasting(CCSS.ELA WHST 6-8.2a) | I can list details to prepare and use for writing. | I can organize details to show similarities and differences in a graphic organizer to prepare and use for writing. | I can organize details with elaboration to show similarities and differences in a graphic organizer to prepare and use for writing. | I can organize details with elaboration to show similarities and differences in a graphic organizer to prepare and use for writing. I can organize additional information to make important connections to colonialism in North America. |
| Introduction (CCSS.ELA WHST 6-8.2a) | I have a topic sentence that restates the question.  | I have a topic sentence that responds to the question. | I have a topic sentence that clearly responds to the question and previews what is to follow.  | I have an introduction that clearly responds to the question by providing context (about the settlement of North America) and previews what is to follow.  |
| Transitions (CCSS.ELA WHST 6-8.2c) | I have used words to link ideas together  | I have used appropriate transition words for similarities or differences to create order. | I have used appropriate transitions for similarities and differences to create order and coherence. | I use appropriate and varied transitions for similarities and differences to create order and coherence. |
| Conclusion(CCSS. ELA WHST 6-8.2f | I can write a sentence that ends the writing. | I can write a conclusion sentence that restates the topic sentence. | I can write a conclusion that reviews the paragraph’s main points. | I can write a conclusion that reviews the paragraph’s main points and makes a connection to colonialism in North America. |