



PERFORMANCE ASSESSMENT TEMPLATE

V9.08.14

1	Project Title: (Discipline - Course - Competency # - Title)	Social Studies- US History- 2360- Unity, Pluralism, and Identity and Photojournalism
2	Purpose (General Task Description) Click here for design tips. Click here for link to the U.S. History Standards. Click here for link to job description spreadsheet.	<p>You are a photojournalist (http://www.journalismdegree.com/photojournalist-job-description/) and have been hired by a cultural and ethnic museum to create an online exhibition of photographs with corresponding descriptions focused on ideas of unity and pluralism.</p> <p>By looking at several social groups' experiences and interactions, you will try to persuade your online visitors either that unity is an achievable and desirable ideal, or that pluralism is a superior philosophy.</p> <p>You will explore the values, beliefs, and practices of at least two groups (you may choose more than two), and use their experiences with the tension between unity and pluralism to justify your position. You will be responsible for finding appropriate photographs and presenting them in a visually appealing way with relevant information so that interested online visitors can learn about unity and pluralism and how they define the American national identity.</p>
3	Prerequisites (list course prerequisites, if any, not competency level prerequisites)	
4	Competency	Student will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time by exploring the tensions between the values of unity and pluralism in defining our national identity.

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5	Competency Analysis blue = skills red - content	Student will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time by exploring the tensions between the values of unity and pluralism in defining our national identity.
6	Competency Analysis - numbered list	<ol style="list-style-type: none"> 1. demonstrate an understanding of the interaction of various social groups, including their values, beliefs, and practices 2. explore the tensions between the values of unity and pluralism in defining our national identity
7	Discussion Based Assessments-- numbered list	<ol style="list-style-type: none"> 1. Explain pluralism and unity. Which do you think most closely describes the United States' current identity? 2. How has the idea of Americanization shaped the immigrant and Native American experience? Which images in your online exhibition represent this? How? 3. How did the battle between unity and pluralism shape American national identity? Which images in your online exhibition best represent this? How is present day American identity affected by unity and pluralism? 4. Choose images from your online exhibition that you feel represent the tensions between unity and pluralism. Explain what historical events and factors impacted what is portrayed in each photograph. 5. In what ways have social groups' values, beliefs, and practices been impacted by other social groups' American identity?
8	Task 1 Title	Research
9	Purpose (formerly overview)	Before you begin your exhibit, you need to educate yourself about unity, pluralism, and American identity. In addition to familiarizing yourself with these ideas, you should also research individual social groups' experiences with the tension between unity and pluralism.
10	Directions (formerly steps)-- numbered list 1. Design this step so that the student engages in holistic research first, then picks an area in which to go deeper. This can be done through the research directions and Progress Review	<p>By enrolling in this project, you're on your way to becoming an independent learner which will continue to become an increasingly valuable skill as technology continues to increase the rate of change in our society. Before you begin to conduct searches on the Internet we recommend that you review the following links which provide methods and techniques for conducting successful searches.</p> <p>Click here (http://websearch.about.com/od/searchingtheweb/a/sevenhabits.htm) for tips on effective internet searches and click on this link (http://www.library.georgetown.edu/tutorials/research-)</p>



	<p>Meeting.</p> <p>2. Click here for design tips.</p>	<p>guides/evaluating-internet-content) for information on evaluating the quality and accuracy of internet resources.</p> <p>During this project,</p> <ul style="list-style-type: none"> • Please take thorough notes and see the specifications for guidelines on what should be included in research notes. • Please follow the steps for each task to help you to complete your project and take the time to thoroughly review the information provided at each website. <p>[standardized text to be inserted in all PAs]</p> <p>1. Before you get started, learn about what a photojournalist does. Here are a couple of sites to get you started: Job Description: www.ehow.com/about_6698379_photojournalism-job-description.html Responsibilities and Duties of a Photojournalist: http://www.nlford.com/career/duties.shtml</p> <p>2. You need to learn about pluralism and unity. Here are some sites to get you started: The Idea of Pluralism: http://www.expo98.msu.edu/innerindex.html?ideas Pluralism and Immigration: http://www.youtube.com/watch?v=eWnm94kpOrc Critiques of unity and pluralism: http://immigrationinamerica.org/454-cultural-pluralism.html Americanization:</p>
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		<p>http://science.jrank.org/pages/8266/Americanization-U-S-American-National-Identity-Ideologies-Americanization.html Immigrants and Americanization: http://lcweb2.loc.gov:8081/ammem/amrlhtml/dtimmig.html</p> <p>3. You should also familiarize yourself with groups that directly experienced the tension between unity and pluralism. Here are some sites to get you started:</p> <p>Native Americans: http://www.memorialhall.mass.edu/turns/theme.jsp?x=3&y=2 Mexican Americans: http://ianjo.com/2013/04/13/sanchez-becoming-mexican-american-ethnicity-culture-and-identity-in-chicano-los-angeles-1900-1945/ Russian Americans: http://www.memorialhall.mass.edu/classroom/curriculum_12th/unit3/lesson3/bkgdessay.html Asian Americans: http://asiasociety.org/asian-americans-then-and-now</p>
11	Duration (1 week = ~7 hrs)	1 week
12	Deliverables-- bullet points	<ul style="list-style-type: none"> • Research Notes • Progress Review Meeting with instructor
13	Specifications-- headings with bullet points <p>1. Click here or the Standardized specifications document.</p> <p>2. For the research notes specs, include content specific requirements from the language of the competency to guide the</p>	<p>Research Notes and Works Cited</p> <ul style="list-style-type: none"> • Are clear, neat, and well-organized • Contain an outline of what you've learned • List important vocabulary with definitions • Contain a list of questions about what you've learned • Are typed using a word processing program or handwritten, scanned, and saved as a PDF file • Include a separate works cited page, using MLA formatting



	<p>student to deeper thinking.</p> <p>3. For the Progress Review Meeting specs, include information on what the student needs to be prepared to do during the meeting. For example, the student will discuss the research, key findings, theme or point of view she is choosing, why, and how she will implement.</p>	<ul style="list-style-type: none"> ○ Click here to review MLA formatting ● Focus on unity, pluralism, Americanization, and any other relevant topics ● Include social groups' experiences with the tension between unity and pluralism ● Identify patterns or themes from across sources <p>Progress Review Meeting</p> <ul style="list-style-type: none"> ● Use your instructor's scheduling calendar to set up a meeting ● Be prepared to discuss your research findings and some of the key themes that you discovered. Be prepared to discuss on which side of the unity/pluralism debate you are on, how you'll depict that through photos, and which social groups you plan to study.
14	Technology or supplies required	
15	Task 2 Title (if needed)	Justify Your Opinion
16	Purpose (formerly overview)	Now that you have the information you need, it's time to take a stance and plan how you will support it. Is unity or pluralism the better philosophy? Why? Then start compiling photographs for your exhibition.
17	<p>Directions (formerly steps)--numbered</p> <p>1. If there is a rough draft in this step, include a Progress Review Meeting where the students present their thesis/point of view.</p> <p>2. Click here for design tips.</p>	<p>If this task requires additional research, please click here [insert link to Task 1 specifications] for notetaking guidelines. [standardized text to be inserted in all PAs]</p> <ol style="list-style-type: none"> 1. Create an outline for your exhibition's ideas. Answer the question: Which is best for defining an American identity: unity or pluralism? Then, support your opinion by organizing your research from Task 1. Explore the interactions of different groups' beliefs, practices, and values, and how those have impacted the unity/pluralism issue for each group. 2. Begin compiling photographs that you will use in your online exhibition. Make sure to keep track of sources, as well as begin writing your descriptions.



18	Duration (1 week = ~7 hrs)	1 week
19	Deliverables-- bullet points	<ul style="list-style-type: none"> • Outline • 5-10 images
20	Specifications -- headings with bullet points 1. Click here or the Standardized specifications document.	Outline <ul style="list-style-type: none"> • Includes a title and your name • Is typed in complete sentences, double spaced, and in 12-point font • Is organized logically • Is fluid, focused, and consistent • Contains creative uses of your vocabulary • Uses a clear, compelling, and engaging writing voice • Possesses a clearly defined purpose • Is appropriate for your intended audience • Uses correct grammar, capitalization, punctuation, and spelling • Uses relevant and accurate information • Properly cites all sources of information using MLA formatting <ul style="list-style-type: none"> ◦ Click here to review MLA formatting • Clearly answers question: Which is best for defining an American identity: unity or pluralism? • Supports answer with research • Follows an outline format Images: <ul style="list-style-type: none"> • Are in a separate document from your outline • Include source information • Are accompanied by a brief description
21	Technology or supplies required	



15	Task 3 Title (if needed)	Online exhibition Rough Draft
16	Purpose (formerly overview)	It's time to start creating your exhibition! Use all the information you have gathered to create a rough draft of your work.
17	Directions (formerly steps)-- numbered Click here for design tips.	<p>If this task requires additional research, please click here [insert link to Task 1 specifications] for notetaking guidelines. [standardized text to be inserted in all PAs]</p> <ol style="list-style-type: none"> 1. If you need more photographs for your exhibition, compile those with their sources and descriptions. 2. Decide how you will present your online exhibition. You may use Word, PowerPoint, or another software program of your choice to create your exhibition. <p>You must include:</p> <ul style="list-style-type: none"> • a title of your exhibition • a description of your exhibition • a caption for each photograph that includes the subject, date, location, and photographer • a description for each photograph that details how it justifies your opinion on unity and pluralism <p>Make purposeful decisions regarding:</p> <ul style="list-style-type: none"> • the layout of images and text (visual and chronological implications) • headings and subheadings • text and background colors • font • using voice over or music <p>Here are some websites to help you visualize how your exhibition can look:</p> <p>http://americanart.si.edu/exhibitions/online/fasanella/index.cfm</p>



		https://www.google.com/culturalinstitute/exhibit/game-changers/gRJ3eKVt?position=6%2C101 http://loc.gov/exhibits/kislak/kislak-exhibit.html
18	Duration (1 week = ~7 hrs)	1 week
19	Deliverables-- bullet points	<ul style="list-style-type: none"> • Online exhibition rough draft • Progress Review Meeting
20	Specifications-- headings with bullet points 1. Click here or the Standardized specifications document.	<u>Online exhibition rough draft:</u> <ul style="list-style-type: none"> • Includes a title • Includes description of exhibition • Is visually appealing • Is legible • Includes image descriptions that <ul style="list-style-type: none"> • Are typed in a legible font • Show signs of editing and revising • Are grammatically correct/error-free • Are 5-8 sentences • Explain how the image justifies your opinion • Includes images that <ul style="list-style-type: none"> • Are clearly connected to the paragraphs • Are followed by a caption Progress Review Meeting <ul style="list-style-type: none"> • Use your instructor's scheduling calendar to set up a meeting • Be prepared to discuss your online exhibition rough draft.
21	Technology or supplies required	



15	Task 4 Title (if needed)	Final Online Exhibition and Discussion Based Assessment
16	Purpose (formerly overview)	This week you will make changes to your rough draft and make an appointment with your instructor for your Discussion Based Assessment.
17	Directions (formerly steps)-- numbered	<p>If this task requires additional research, please click here [insert link to Task 1 specifications] for notetaking guidelines. [standardized text to be inserted in all PAs]</p> <ol style="list-style-type: none"> 1. Apply your instructor's feedback from your rough draft. 2. Make an appointment with your instructor for your Discussion Based Assessment
18	Duration (1 week = ~7 hrs)	1 week
19	Deliverables-- bullet points	<ul style="list-style-type: none"> • Online exhibition • Works cited • Discussion Based Assessment
20	Specifications-- headings with bullet points 1. Click here or the Standardized specifications document.	<p>Online exhibition:</p> <ul style="list-style-type: none"> • Demonstrates thoughtful visual layout • Incorporates revisions based on the comments from your instructor <p>Works Cited:</p> <ul style="list-style-type: none"> • Properly cites all sources of information using MLA formatting <ul style="list-style-type: none"> ◦ Click here to review MLA formatting • Is in a separate document
21	Technology or supplies required	



PACE CHART

	Week #	Week of:	Deliverables (bullet points)
21	1		<ul style="list-style-type: none"> • Research Notes • Progress Review Meeting with instructor
22	2		<ul style="list-style-type: none"> • Outline • 5-10 images
23	3		<ul style="list-style-type: none"> • Online exhibition rough draft • Progress Review Meeting
24	4		<ul style="list-style-type: none"> • Online exhibition • Works cited • Discussion Based Assessment

We need language explaining how the student will be graded: **Your grade for this project will be based on showing that you have mastered the competency. All final drafts and final products will be graded. All prior drafts will be given feedback.**

	(Copy from row 6) Click here for rubric writing tips.	Exceeds	Competent	Approaching	Notes
25	Demonstrate an understanding of the interaction of various social groups, including their values, beliefs, and practices	<ul style="list-style-type: none"> • I can explain the long term effects of the interaction of different social groups. • I can explain any changes in a group's values, beliefs, or practices 	<ul style="list-style-type: none"> • I can describe social groups' values, beliefs, and practices. • I can explain the interaction between social groups' values, beliefs, and practices. 	<ul style="list-style-type: none"> • I can identify social groups' values, beliefs, and practices. 	



		<ul style="list-style-type: none"> over time. I can make connections between time periods of social group interactions. 			
26	Explore the tensions between the values of unity and pluralism in defining our national identity	<ul style="list-style-type: none"> I can connect and transfer my knowledge about the unity/pluralism debate to other challenges of creating an American identity. I can connect and transfer my knowledge about the unity/pluralism debate to other time periods and social groups. 	<ul style="list-style-type: none"> I can justify my perspective on the unity/pluralism debate and how it impacts defining a national identity by offering specific and relevant evidence. 	<ul style="list-style-type: none"> I can describe what unity and pluralism are. I can define identity and American identity. 	
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STANDARDS & CROSS-CUTTING COMPETENCIES ALIGNMENT

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32	Cross-cutting competencies - see https://docs.google.com/a/vlacs.org/document/d/1lbhWDpbsWUC_c97dXf2xu4TMsgv/BMYEbeK2-E42SNE/edit For example: problem formulation, research, communication, etc.	Research, Interpretation, Communication, Precision & accuracy, Ownership of learning, Challenge level, Effort,
33	Common Core State Standards - see http://www.corestandards.org/the-standards	CCSS.ELA-Literacy.RH.9-10.6 CCSS.ELA-Literacy.RH.9-10.9
34	National Standards other than ELA or Mathematics (list source) Click here for link to our standards file.	
35	Grade Level Expectations: see http://www.corestandards.org/the-standards	