

WORLD HISTORY
 KAILUA HIGH SCHOOL
 SOCIAL STUDIES REQUIREMENT
 2016-2017
 MR. WILSON

RUBRIC FOR CURRENT EVENTS

	FORMAT: Heading and Citations	FORMAT: Content	FORMAT: Content
ADVANCED	<p>Heading is flush to the left margin (all margins 1 inch): and single spaced:</p> <p>World History and Culture Kailua High School Social Studies Requirement 2016-2017 First and Last Name Date Due Month Day Period Number</p> <p>Citations begin two lines under heading and are single spaced.</p> <p>Research Citation: first line of citation begins three letter spaces from left margin; all succeeding lines are flush left.</p> <p>Skip line between citations</p> <p>Bibliographic Citation: first line of citation begins at flush left margin; all succeeding lines are indented 3 letter spaces.</p> <p>If provided, complete study guide first.</p>	<p>Themes: Identify which of the Five Themes of World History may be applied to the article :</p> <p>Theme 1: Interaction between humans and the environment</p> <p>Theme 2: Development and interaction of cultures</p> <p>Theme 3: State-building, expansion and conflict</p> <p>Theme 4: Creation, expansion and interaction of economic systems</p> <p>Theme 5: Development and transformation of social structures</p>	<p>Rationale for themes: using the characteristics of each theme, explain why the theme applies to the article.</p> <p>Theme 1: demography, disease; migration; patterns of settlement; technology</p> <p>Theme 2: religions; belief systems, philosophies, and ideologies; science and technology; arts and architecture</p> <p>Theme 3: political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, trans-regional, and global structures and organizations</p> <p>Theme 4: agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism</p> <p>Theme 5: gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes</p>

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ADVANCED	<p>Evidence from reading: Use quotations from reading to exemplify choice of themes.</p> <p>Example: The article addresses themes 1, 2, 3, 4: Themes 1 and 4: “man-made wireless signals--particularly from cell phones and their transmitters--interfere with the bees' natural navigation and communication capabilities.” This passage suggests that human technology is interfering with the environment of bees, thus touching on both themes 1 and 4, as agricultural production (4) is dependent on bees, who in turn are being disturbed by ubiquitous technology (1).</p>	<p>Questions: based on your understanding of the article, write out at least three questions that you have about the article. The questions come <u>from your own thinking and reflect your willingness to think further than the article reports</u>. You are being asked to expand the meaning of the article by considering other contexts and countries.</p> <p>Inferences: based on what the article is stating, write out at least three inferences that may be made. The inferences <u>come from your own thinking and reflect your willingness to think further than the article reports</u>. You are being asked to expand the meaning of the article by considering other contexts and countries.</p>	<p>Vocabulary: in addition to, or in the absence of footnoted vocabulary provided in the current event, write out each word that you do not know by using the following steps with a dictionary; or if you know all of the words in the article, use the same procedure for five words that you do not know in the dictionary: Unknown word: part of speech: definition of word <u>as it relates to the current event</u>. Write a sentence that uses the word with its relevant meaning. Example (note that sentence is on the next line from definition): Inference: noun: a conclusion reached on the basis of evidence and reasoning. Mr. Wilson’s emphasis on spacing and periods, and by <u>inference</u> details, stresses both Habits of Mind (HMO) and General Learner Outcomes (GLO).</p>