

**North Providence High School Social Studies  
Freshman Common Assessment  
Course: Western Civilization**

All ninth grade students enrolled in the North Providence High School Western Civilization course are required to complete a Common Assessment. Guided by their Social Studies teachers, students will demonstrate and apply their knowledge of the Common Core State Standards through this standards-based assessment. Students will draw evidence from informational texts to support analysis, reflection, and research. Upon completion of this common task, students will write a thesis driven paper to support claims in the analysis of a historical topic using valid reasoning, relevant and sufficient evidence.

<b>Student's Name</b>	
<b>Teacher's Name</b>	
<b>School</b>	
<b>Grade</b>	
<b>Date</b>	
<b>Benchmark Score</b>	

<b>Final Score</b>	
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**Common Core Reading Standards for Literacy in History / Social Studies 9-12**

- RH9-10.1- Cite specific textual evidence
- RH9-10.2 – Determine the central idea of a primary/secondary source
- RH9-10.4 – Determine the meaning of words / phrases as used in text
- RH9-10.5- Analyze how a primary/secondary source is structured
- RH9-10.8 – Evaluate the author’s claims

**Common Core Writing Standards for Literacy in History / Social Studies 9-12**

- WHST9-10.2-Write informative/explanatory text
- WHST9-10.4- Produce clear and coherent writing
- WHST9-10.5 – Develop and strengthen writing
- WHST9-10.7-Conduct short research to answer a question/solve problem
- WHST9-10.8-Gather relevant information from multiple sources
- WHST9-10.9 – Draw evidence from informational text
- WHST9-10.10- Write routinely over extended timeframes

**Rhode Island Grade Span Expectations:**

- Civics & Government 1: People create and change the power structures in order to accomplish common goals.
- Civics & Government 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
- Historical Perspectives (9-12) – 1: History is an account of human activities that is interpretive in nature.
- Historical Perspectives (9-12) – 2: History is a chronicle of human activities, diverse people, & the societies they form.
- Historical Perspectives (9-12) – 3: The study of history helps us understand the present and shape the future.
- Historical Perspectives (9-12) – 4: Historical events and human/ natural phenomena impact and are influenced by ideas and beliefs.
- Geography 3: Human Systems (Movement): Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.

**Social Studies Standards and Applied Learning Standards**

- SS1 – Chronological Thinking
- SS2 – Historical Comprehension
- SS3 – Historical Analysis and Interpretation
- SS4 – Historical Research Capabilities
- SS5 – Historical Issues – Analysis and Decision Making
- A1-Problem Solving
- A2-Communication (Oral and/or written)
- A3-Research (Information Tools)
- A4-Critical Thinking (Learning and Self-Management)
- A5- Reflection and Evaluation (Working with others)

**North Providence High School 21<sup>st</sup> Century Graduation Expectations:**

- 1.1 – Acquiring and applying knowledge and skills within and across the curriculum
- 1.2 – Analyzing and evaluating information
- 2.1 – Working cooperatively and / or independently
- 2.3 – Utilizing resources and time effectively
- 2.4 – Accessing , compiling, and interpreting data and information
- 4.1 – Reading widely and critically

*The mission of North Providence High School is to educate all students in a safe, nurturing and challenging environment, which empowers them to become well rounded individuals who are life-long learners and productive members of society.*

- 4.2 – Writing clearly, concisely, and persuasively
- 4.3- Speaking, listening, and interpreting effectively



**Teacher Directions:**

**Students will formulate a thesis driven response paper that will support or refute a selected historical topic.**

**Teachers will:**

- Administer a benchmark assignment attaching the cover sheet.
- Instruct the attached graphic organizer.
- Instruct the writing process by focusing on formulating a thesis statement, synthesizing claims and evidence.
- Assign a 2-3 page thesis driven paper supported by primary and secondary sources.
- Instruct/review MLA Format, in-text citations, and Works Cited Page.
- Use and instruct the (3) analytic rubrics: paper, oral presentation, and visual medium.
- Provide students with hardcopy and/or digital resources to assist with the process of researching a topic, the writing process and/or the presentation of the topic.
- Group students to peer edit drafts of the paper.
- Assign a portfolio entry to accompany the Western Civilization Common Assessment.

**Teachers will adhere to the following deadlines:**

Assign the Freshman Project/Topics selected:	No later than November 10, 2017
Drafting/Revision/Peer Editing:	December-February
Final Paper:	No later than February 28, 2018
Oral Presentations/Visual Medium:	Completed by March 30, 2018

**\*All components to the Freshman Project must be completed and assessed by the end of the 3<sup>rd</sup> quarter.**

**Student Directions:  
Western Civilization Common Assessment  
Research Paper**

**Due Date:** \_\_\_\_\_



**Purpose:**

All ninth grade students will draw evidence from informational texts to support analysis, reflection, and research. Upon completion of this common task, students will write an informational paper to support claims in an analysis of a historical topic using valid reasoning and relevant and sufficient evidence.

**Guidelines:**

- The students will select a historical topic from the Western Civilization Curriculum.
- The students will research primary and secondary resources to make logical inferences, cite evidence from the text, and support conclusions drawn from the text.
- The students will construct a thesis driven paper focused on the selected historical topic.
- The students will present their findings in an oral presentation accompanied by a visual medium.
- The students write routinely over extended time frames (time for research, reflection, and revision).
- The students will complete a portfolio entry for the Western Civilization Common Task.

**Requirements:**

- Students will formulate a thesis statement supporting or refuting the selected historical topic.
- Students will use minimum of (3) sources, one of which must be a primary source, in analyzing and interpreting the information.
- Students will complete a graphic organizer focused on formulating a thesis statement, synthesizing claims and evidence.
- Students will develop a 2-3 page thesis driven paper supported by primary and secondary sources.
- Students will construct their paper in MLA Format using in-text citations with an attached Works Cited Page.
- Students will present their historical findings from their research in a 5-8 minute oral presentation focusing on the thesis, research, analysis, and reflection.
- Students will create a visual representation of their historical research in one of the following formats: digital media, three panel board or any other teacher approved creative medium.

- Students will complete a portfolio entry for the Western Civilization Common Assessment.

Western Civilization Common Assessment Research Paper Rubric

Student's Name: \_\_\_\_\_

Topic: \_\_\_\_\_

	<b>DISTINGUISHED 4</b>	<b>PROFICIENT 3</b>	<b>EMERGING 2</b>	<b>UNACCEPTABLE 1</b>
<b>Introduction</b> (RH2, RH4, WHST2, WHST4)	Skillfully establishes historical scene and tone by engaging the reader with descriptive language, details, and context	Establishes historical scene and tone by engaging the reader with descriptive language, details, and context	Somewhat establishes historical scene and tone with limited descriptive language, details, and context	Does not establish historical scene and tone; lack of descriptive language, details, and context
<b>Thesis</b> (RH1, RH2, RH8, WHST2, WHST4)	Thesis is well-developed and clear throughout; strong focus/controlling idea	Thesis is effective; focus/controlling idea is maintained throughout	Thesis is attempted; focus/controlling idea is vague throughout	Thesis is unclear; focus/controlling idea is not present
<b>Supporting Evidence</b> (RH1, RH2, RH4, RH5, RH8, WHST2, WHST4, WHST5, WHST7, WHST8, WHST9)	Fully developed details using both primary and secondary sources to support rich and insightful elaboration on given topic	Details are developed using both primary and secondary sources to support topic	Details are somewhat developed using primary and/or secondary sources to support topic	Irrelevant details with ineffective use of sources
<b>Organization of Paper</b> (RH1, RH2, RH4, RH8, WHST, WHST4, WHST5, WHST8)	Effectively uses transitional language to link the major sections of the text, to create purposeful coherence, and to clarify the relationship between ideas, concepts, and information in an engaging and formal style	Uses transitional language to link the major sections of the text, to create coherence, to clarify the relationship between ideas, concepts, and information in an engaging and formal style	Attempts to use transitional language to link the major sections of the text, to create coherence, and to clarify the relationship between ideas, concepts, and information in an engaging, yet informal style	Does not use transitional language and is written in an informal/ineffective style
<b>Conclusion</b> (RH2, RH4, WHST, WHST4)	Conclusion is exceptionally logical, coherent and revisits historical themes, leaving a lasting impression	Conclusion is logical, coherent and revisits historical themes, leaving an impression	Conclusion is somewhat logical, coherent and historical themes are minimally revisited	Conclusion lacks logic, coherence and historical themes
<b>Use of Sources</b> (WHST4, WHST5, WHST10)	Exceptionally supports thesis by incorporating quotes, paraphrases and/or summaries from sources	Supports thesis by incorporating quotes, paraphrases and/or summaries from sources	Limited support of thesis with minimal incorporation of quotes, paraphrases and/or summaries from sources	Does not support thesis with quotes, paraphrases and/or summaries from sources
<b>Writing Conventions</b> (WHST4, WHST5, WHST10)	Excellent use of and consistent application of the rules of grammar, usage, and mechanics	Good use of and consistent application of grammar, usage, and mechanics	Errors in the application of grammar, usage, and mechanics that interfere with meaning	Major errors in application of grammar, usage, and mechanics that interfere with meaning
<b>Format</b> (WHST4, WHST5, WHST10)	Accurate use of teacher provided format and text structure appropriate to 3 sources(one of which is primary), 2-3 pages in length, and context	Application of teacher provided format and text structure appropriate to sources, page length, and context with minor errors	Errors in application of teacher provided format and text structure appropriate to sources, page length, and context	Does not apply format and/or text structure appropriate to sources, page length, and context

Comments:

Total Points: \_\_\_\_/32

Grade: \_\_\_\_\_

Level of Proficiency: \_\_\_\_\_

Date: \_\_\_\_\_

32	100	27	90	22	80	17	70	12	60
31	98	26	88	21	78	16	68	11	58

30	96	25	86	20	76	15	66	10	56
29	94	24	84	19	74	14	64	9	54
28	92	23	82	18	72	13	62	8	52

**Western Civilization Common Assessment Oral Presentation Rubric**

Student's Name: \_\_\_\_\_

Topic: \_\_\_\_\_

	<b>DISTINGUISHED 4</b>	<b>PROFICIENT 3</b>	<b>EMERGING 2</b>	<b>UNACCEPTABLE 1</b>
<b>Introduction SL4</b>	Introduction is creatively designed to effectively engage the audience	Introduction is designed to engage the audience	Introduction is attempted to engage the audience	Introduction is not evident
<b>Organization SL4</b>	Exhibits logical organization and consistent focus with smooth transitions and a coherent conclusion	Exhibits organization and focus with transitions and a conclusion	Exhibits little organization and focus	Lacks organization and focus
<b>Historical Relevance SL2, SL3</b>	Student thoroughly demonstrates an understanding of the impact and importance of the individual, event, or document in Western Civilization.	Student demonstrates an understanding of the impact and importance of the individual, event, or document in Western Civilization.	Student somewhat demonstrates an understanding of the impact and importance of the individual, event, or document in Western Civilization.	Student does not demonstrate an understanding of the impact and importance of the individual, event, or document in Western Civilization.
<b>Delivery SL4</b>	Effectively uses a variety of strategies of address (eye contact, speaking rate, volume)	Uses strategies of address (eye contact, speaking rate, volume)	Limited use of strategies of address (eye contact, speaking rate, volume)	Ineffective use of strategies of address (eye contact, speaking rate, volume)
<b>Vocabulary SL4</b>	Effectively uses appropriate and relevant vocabulary; clearly communicates ideas	Uses appropriate and relevant vocabulary; communicates ideas	Limited use of vocabulary; somewhat communicates ideas	Ineffectively uses vocabulary; does not communicate ideas
<b>Visual Medium SL5</b>	Effectively integrates visual medium emphasizing the historical topic	Integrates visual medium emphasizing the historical topic	Somewhat integrates visual medium with little emphasis on the historical topic	Does not integrate visual medium
<b>21<sup>st</sup> Century Graduation Expectations SL4</b>	Clearly identifies, explains and connects two 21st Century Graduation Expectations	Identifies and explains two 21st Century Graduation Expectations	21st Century Graduation Expectations were identified but not explained	21st Century Graduation Expectations were not identified
<b>Timing (5 to 8 minutes)</b>	Adheres to time	Closely adheres to time	Somewhat adheres to time	Significantly above or below time
<b>Questions (not part of 5-8 minutes) SL1</b>	Effectively responds to questions and feedback	Adequately responds to questions and feedback	Somewhat responds to questions and feedback	Ineffectively responds to questions and feedback

Comments:

Total Points: \_\_\_\_\_ /36

Grade: \_\_\_\_\_

Level of Proficiency: \_\_\_\_\_

Date: \_\_\_\_\_

36	100	31	90	26	80	21	70	16	60	11	50
35	98	30	88	25	78	20	68	15	58		
34	96	29	86	24	76	19	66	14	56		
33	94	28	84	23	74	18	64	13	54		
32	92	27	82	22	72	17	62	12	52		

**Western Civilization Common Assessment Visual Aid Rubric**

Student's Name: \_\_\_\_\_

Topic: \_\_\_\_\_

	<b>DISTINGUISHED 4</b>	<b>PROFICIENT 3</b>	<b>EMERGING 2</b>	<b>UNACCEPTABLE 1</b>
<b>Demonstration of Topic RH7, WHST8</b>	The historical topic was well-defined by the visual arts medium	The historical topic was defined by the visual arts medium	The historical topic was somewhat defined by the visual arts medium	The historical topic was not defined by the visual arts medium
<b>Historical Content/Accuracy RH7, WHST8</b>	Project demonstrates excellent understanding of topic by providing many rich historical details	Project demonstrates understanding of the topic by providing historical details	Project demonstrates limited understanding of the topic with few historical details	Project lacks understanding of the topic
<b>Creativity RH7, WHST8</b>	The visual demonstrates superior creative thought, developing an innovative medium	The visual demonstrates creative thought, developing a medium	The visual demonstrates some thought attempting to develop a medium	Lacks visual demonstration
<b>Effort RH7, WHST8</b>	The visual was well constructed and detailed	The visual was constructed and detailed	The visual was somewhat constructed and detailed	The visual lacked construction and detail
<b>Skills RH7, WHST8</b>	The visual synthesized excellent craftsmanship, skill, and consistency	The visual synthesized craftsmanship, skill, and consistency	The visual attempted to demonstrate craftsmanship, skill, and consistency	The visual lacked craftsmanship, skill, and consistency
<b>Connection to Theme RH7, WHST8</b>	The visual is greatly enhanced by historical data, leaving a lasting impression	The visual is enhanced by historical data, leaving a lasting impression	The visual includes minimal historical data	The visual did not include historical data

North Providence School Department Social Studies Common Assessment

Revised: 7/2016

Comments:

Total \_\_\_\_/24

Grade: \_\_\_\_\_

Level of Proficiency: \_\_\_\_\_

Date: \_\_\_\_\_

<b>24</b>	100	<b>20</b>	88	<b>16</b>	76	<b>12</b>	64	<b>8</b>	52
<b>23</b>	97	<b>19</b>	85	<b>15</b>	73	<b>11</b>	61	<b>7</b>	49
<b>22</b>	94	<b>18</b>	82	<b>14</b>	70	<b>10</b>	58	<b>6</b>	46
<b>21</b>	91	<b>17</b>	79	<b>13</b>	67	<b>9</b>	55		