High School Social Studies Assignment 2 Assignment Review Protocol
This assignment is strongly aligned to the standards.

The assignment review protocol is intended to help teachers, leaders and other stakeholders answer the question, “Does this assignment give students the opportunity to meaningfully engage in worthwhile grade-level content?” Each section of the protocol will allow you to rate that aspect of the assignment either weakly aligned (1), partially aligned (2) or strongly aligned (3). After completing sections one through three, you will have the opportunity to determine changes that need to be made to better address the expectations of the standards if the assignment is weakly (1) or partially aligned (2).

Note: The High School Social Studies Assignment 2 contains two assignments: one that is aligned to the supporting question and another that is aligned to the compelling question provided. Within the review protocol below, both assignments will be referenced under the applicable headings in the Justification/Notes section. See the example below:

<table>
<thead>
<tr>
<th>Alignment to the Content</th>
<th>The assignment connects directly to the content expectations of the standards identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The assignment’s dominant expectation is connected directly to the specific content expectations in the standard(s). The assignment demands are clearly consistent with all aspects of the identified standard(s).</td>
<td>2. There is some connection to the specific content expectations in the standard(s). The assignment is consistent with the expectations in the identified standard(s). However, some of the less critical aspects of the standard(s) may not be addressed (likely by design).</td>
</tr>
<tr>
<td>1. There is very little or no connection to the specific content expectations in the standard(s). The expectations addressed in the identified standard(s) are not addressed in the assignment. However, some of the less critical aspects of the standard(s) are addressed.</td>
<td></td>
</tr>
</tbody>
</table>

Justification/Notes:

Assignment Aligned to the Supporting Question:
Information on how the assignment aligns to the supporting question will be listed under the Assignment Aligned to the Supporting Question heading.

Assignment Aligned to the Compelling Question:
Information on how the assignment aligns to the compelling question will be listed under the Assignment Aligned to the Compelling Question heading.

Adapted from a tool developed by Beth Ratway Assignment Analysis—1 2019
**Standards/Content/Skills:**
Determine how well the assignment requires students to engage in the work to master the standards-based content and skills.

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*Assignment Aligned to the Supporting Question:*
- meets criteria above
- is strongly aligned.

*Assignment Aligned to the Compelling Question:*
- meets criteria above
- is strongly aligned.

**Justification/Notes:**

**Assignment Aligned to the Supporting Question:**
This assignment is strongly aligned to the content expectations of the disciplinary strand standards addressed in this assignment. In order to answer the supporting question, “What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?”, students must use their knowledge of
how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888 (HS.WH.CH.5) and how individuals respond to incentives in the decision making process (HS.E.IC.2).

**Assignment Aligned to the Compelling Question:**
This assignment is strongly aligned to the content expectations of the standards. In part one, students will need to use the information learned from investigating the supporting question to construct an argument in response to the compelling question, “How does the desire for inexpensive goods lead to unintended consequences?” In part two, students use their argument to the compelling question and their investigation of their slavery footprint to identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. In part three, students engage in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how students can address a local, regional or global problem that results from the unintended consequences of desiring goods.

*It is important to note that compelling questions are used in the assignments to show the alignment between a compelling question, supporting questions and assignments. Students may need to engage with more than one supporting question in order to fully engage with the content expectations required to engage with a compelling question.*

**Alignment to the Skills**
*The assignment connects directly to the skill(s) expectations of the standards identified*

<table>
<thead>
<tr>
<th>1. There is very little or no connection to the specific skill expectations in the standard(s). The expectations addressed in the identified standard(s) are <em>not</em> addressed in the assignment. However, some of the less critical aspects of the standard(s) are addressed.</th>
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<tbody>
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<td>2. There is some connection to the specific skill expectations in the standard(s). The assignment is consistent with the expectations in the identified standard(s). However, some of the less critical aspects of the standard(s) may not be addressed (likely by design).</td>
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<td>3. The assignment’s dominant expectation is connected directly to the specific skill expectations in the standard(s). The assignment demands are clearly consistent with all aspects of the identified standard(s).</td>
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*Assignment Aligned to the Supporting Question:*  
- meets criteria above  
- is strongly aligned.
### Social Studies Assignment Review Protocol

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**Justification/Notes:**

### Assignment Aligned to the Supporting Question:

This assignment is strongly aligned to the skills expectations of the standards addressed in this assignment. Students investigate a supporting question to HS.WH.I.Q.2 develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions. In order to answer the supporting question, “What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?”, students must gather information and evidence from credible sources representing a variety of perspectives relevant to supporting questions in world history.

*It is important to note that while this assignment provides a supporting question to demonstrate alignment, student development of supporting questions is a critical part of the inquiry process. Since HS.WH.I.Q.2 states “generate supporting questions,” teachers should provide opportunities for students to generate their own supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.*

### Assignment Aligned to the Compelling Question:

This assignment is strongly aligned to the skills expectations of the standards because students are engaging with compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history (WH.UH.I.Q.1). This assignment has three parts. In part one, students construct an argument to answer the following compelling question: “How does the desire for inexpensive goods lead to unintended consequences?” (HS.WH.I.CC.2). In this argument, students must gather information and evidence from credible sources representing a variety of perspectives relevant to compelling questions in world history (HS.WH.I.UE.2) and they must use appropriate evidence to construct and revise claims and counterclaims relevant to compelling questions in world history (HS.WH.I.UE.3). In part two, students must identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices and be prepared to share their response through meaningful discussions and democratic discourse while respecting diverse opinions relevant to compelling questions (HS.WH.I.CC.1). In part three, students must engage in disciplinary thinking and apply appropriate evidence to design an action plan relevant to compelling questions in world history (HS.WH.I.CC.3).
It is important to note that while this assignment provides the compelling question to demonstrate alignment, student development of compelling questions is a critical part of the inquiry process. Since HS.WH.I.Q.1 states “generate compelling questions,” teachers should provide opportunities for students to generate their own compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.

Assignment:

Determine how well the assignment requires students to engage in the rigorous work required to master the standards-based content and skills.

**Construction of Knowledge**

The assignment asks students to organize and interpret information in addressing a concept, problem or issue.

| 3. The assignment’s dominant expectation is for students to interpret, analyze, synthesize or evaluate information, rather than merely to reproduce information. | 2. There is some expectation for students to interpret, analyze, synthesize or evaluate information, rather than merely to reproduce information. | 1. There is very little or no expectation for students to interpret, analyze, synthesize or evaluate information. The dominant expectation is that students will merely reproduce information gained by reading, listening or observing. |

*Assignment Aligned to the Supporting Question:*

- meets criteria above
- is strongly aligned.

*Assignment Aligned to the Compelling Question:*

- meets criteria above
- is strongly aligned.

Justification/Notes:

Adapted from a tool developed by Beth Ratway Assignment Analysis—5 2019
Assignment Aligned to the Supporting Question:
The assignment’s dominant expectation is for students to analyze information, rather than merely to reproduce information, in order to answer “What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?”. In order to answer this question, students must use their knowledge of how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888 (HS.WH.CH.5) and how individuals respond to incentives in the decision making process (HS.E.IC.2). Students must gather information and evidence from credible sources and use appropriate evidence to construct a claim to answer this supporting question. (HS.WH.I.UE.2).

Assignment Aligned to the Compelling Question:
The assignment’s dominant expectation is for students to synthesize information, rather than merely to reproduce information, in order to engage with the assignment aligned to the compelling question. In part one, students must use their knowledge gained from investigating the supporting question to construct an argument that answers the following question: “How does the desire for inexpensive goods lead to unintended consequences?”. In part two, students must use the knowledge when when constructing the argument to address the supporting question and knowing of their slavery footprint to identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. In part three, students have to continue to synthesize information to design an action plan that identifies how they can address a local, regional or global problem that results from the unintended consequences of desiring goods. Thus, throughout the entire assignment aligned to the compelling question, students are continually building on the knowledge previously gained to construct an argument or address a problem.

It is important to note that compelling questions are used in the assignments to show the alignment between a compelling question, supporting questions and assignments. Students may need to engage with more than one supporting question in order to fully engage with the content expectations required to engage with a compelling question.

Elaborated Expressive (Speaking, Writing and Visually Representing) Communication
The assignment asks students to elaborate on their understanding, explanations or conclusions on important social studies concepts through elaborated expressive communication.


Adapted from a tool developed by Beth Ratway Assignment Analysis—6 2019
The assignment requires explanations of generalizations, classifications and relationships relevant to a situation, problem or theme, AND requires the student to substantiate them with examples, summaries, illustrations, details or reasons. Examples include attempts to analyze, explain, argue and synthesize.

<table>
<thead>
<tr>
<th>Assignment Aligned to the Supporting Question:</th>
<th>Assignment Aligned to the Compelling Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• meets criteria above</td>
<td>• meets criteria above</td>
</tr>
<tr>
<td>• is strongly aligned.</td>
<td>• is strongly aligned.</td>
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</tbody>
</table>

**Assignment Aligned to the Supporting Question:**

The assignment asks students, either to draw conclusions or make generalizations or arguments, OR to offer examples, summaries, illustrations, details or reasons, but not both.

The assignment or its parts can be answered without analyzing or synthesizing information.

The assignment can be answered without any elaborated expressive communication as students do not have to justify their choice or explain their thinking.

**Justification/Notes:**

**Assignment Aligned to the Supporting Question:**

The assignment requires students to develop a claim about the incentives that caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888. In developing this claim, students use their knowledge of how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888 and how individuals respond to incentives in the decision making process. Additionally, students are required to substantiate this claim by gathering information and evidence from credible sources and use appropriate evidence to construct a claim to answer this supporting question.
Assignment Aligned to the Compelling Question:
This assignment requires that students construct an argument to answer the compelling question: “How does the desire for inexpensive goods lead to unintended consequences?”. In part one, students must substantiate their argument by gathering information and evidence from credible sources and use appropriate evidence to construct claim(s) and counterclaim(s) to answer the compelling question. In part two, students must use the knowledge gained from the compelling question and investigating their slavery footprint to identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. Students respect diverse opinions when discussing the problems that result from the unintended consequences of desiring goods at low prices. In part three, students must design an action plan that identifies how you can address a local, regional or global problem that results from the unintended consequences of desiring goods. Students must substantiate the design of the action plan by engaging in disciplinary thinking and applying appropriate evidence. In a world of ever-expanding communication opportunities inside and outside their school walls, the communicating conclusions inquiry practice in the Kentucky Academic Standards (KAS) for Social Studies allow for both traditional products (essays, reports, tables, diagrams, graphs, multimedia presentations, etc.) and newer media forms in order to share their conclusions.

Connection to Students’ Lives
The assignment asks students to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in daily life outside of school.

| 3. The question, issue or problem clearly resembles one that students have encountered or are likely to encounter in their lives. The assignment asks students to connect the topic to experiences, observations, feelings or situations significant in their lives. | 2. The question, issue or problem bears some resemblance to one that students have encountered or are likely to encounter in their lives, but the connections are not immediately apparent. The assignment offers the opportunity for students to connect the topic to experiences, observations, feelings or situations significant in their lives, but does not explicitly call for them to do so. | 1- The problem has virtually no resemblance to questions, issues or problems that students have encountered or are likely to encounter in their lives. The assignment offers very minimal or no opportunity for students to connect the topic to experiences, observations, feelings or situations significant in their lives. |

*Assignment Aligned to the Compelling Question:*
- meets criteria above
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**Assignment Aligned to the Supporting Question:**

- meets criteria above
- is strongly aligned.

**Justification/Notes:**

**Assignment Aligned to the Supporting Question:**

This assignment is partially aligned to this criteria as the problem bears some resemblance to one that students have encountered or are likely to encounter in their lives, but the connections are not immediately apparent. When first engaging with the supporting question, “What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?”, students may not be aware of how this event could inform or connect to their daily lives. In this circumstance, it is important that students gain the content knowledge needed in order to use historical thinking skills to investigate how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888 and how individuals respond to incentives in the decision making process. Investigating the supporting question through the concepts and practices of the social studies disciplines will provide students with the knowledge needed to engage with the compelling question.

**Assignment Aligned to the Compelling Question:**

This assignment is strongly aligned to this criteria as the question and problem stated in the assignment clearly resembles one that students have encountered or are likely to encounter in their lives. The assignment asks students to connect the topic to experiences, observations, feelings or situations significant in their lives. In part one, students are required to construct an argument to answer the compelling question, “How does the desire for inexpensive goods lead to unintended consequences?” In part two, students use this knowledge and the investigation of their slavery footprint to identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. In part three, students engage in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how they can address a local, regional or global problem. Therefore, students use historical thinking skills to confront today’s problems by applying their knowledge of the past to discuss current local, regional and global issues that result from the unintended consequences of desiring goods.

Adapted from a tool developed by Beth Ratway Assignment Analysis—9

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Impactful Instructional Strategies:

Review the following key instructional shifts to determine which ONE is emphasized in the impactful instructional strategies section (check only one).

- Craft questions that spark and sustain an inquiry
- Cultivate and nurture collaborative civic spaces
- Integrate content and skills purposefully
- Promote literacy practices and outcomes
- Provide tangible opportunities for taking action

Determine how well the student learning plan reflects the instructional shift identified above.

### Alignment to Instructional Shifts

*The assignment is designed around a key instructional shift.*

<table>
<thead>
<tr>
<th>3. The assignment meets most or all of the criteria outlined in the shift</th>
<th>2. The assignment is consistent with many of the criteria outlined in the shift</th>
<th>1. The assignment does not address most of the critical aspects outlined in the shift</th>
</tr>
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<tbody>
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<td><em>Assignment Aligned to the Supporting Question:</em></td>
<td><em>Assignment Aligned to the Compelling Question:</em></td>
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Adapted from a tool developed by Beth Ratway Assignment Analysis—11 2019
Justification/Notes:

**Assignment Aligned to the Supporting Question:**
In order to be informed citizens and participants in civic life, students must ask questions that drive student investigation of the disciplinary strand standards. The Investigating portion of the inquiry process allows students to gain insight into, in this case, supporting questions using content, concepts and tools from the social studies disciplines. Investigating involves the skills students need to analyze information and develop substantiated conclusions; thereby providing students the information they need to participate in civic life. In this assignment, students use their knowledge of how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888 and their evaluation of how individuals respond to incentives in the decision making process to answer the supporting question: “What incentives caused individuals, organizations and governments to use slavery and other systems of forced labor for the purpose of production across the globe between 1300-1888?” Students need to understand the historical roots of modern society and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. This investigation will provide the foundation for students to use historical thinking skills to confront today’s problems in the assignment aligned to the compelling question.

**Assignment Aligned to the Compelling Question:**
This assignment provides tangible opportunities for students to take action because it culminates with students designing an action plan that identifies how you can address a local, regional or global problem. In part one, students construct an argument to answer the following compelling question: “How does the desire for inexpensive goods lead to unintended consequences?” To support this argument, students must gather information and evidence from credible sources and use appropriate evidence to construct claim(s) and counterclaim(s) to answer the compelling question. In part two, students use the knowledge gained from their argument to the compelling question and their investigation of their slavery footprint to identify a local, regional or global problem that results from the unintended consequences of desiring goods at low prices. When identifying a problem, students must be prepared to share their response through meaningful discussions and democratic discourse where they respect diverse opinions related to the problems that result from the unintended consequences of desiring goods at low prices. In part three, students must engage in disciplinary thinking and apply appropriate evidence to design an action plan that identifies how they can address a local, regional or global problem that results from the unintended consequences of desiring goods. Being able to use historical thinking skills to make sense of the interconnected world around them is an essential component to active civic engagement and will prepare students for meaningful engagement in their local, regional and international community throughout their lives.
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Adapted from a tool developed by Beth Ratway Assignment Analysis—13
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Reflection:

Determine implications for practice.

Review the scores above. Determine changes that need to be made to better address the expectations of the standards.

<table>
<thead>
<tr>
<th>Connection to Standards:</th>
<th>What I can change about the assignment to better address the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connection to the Content of the Standards</strong></td>
<td>This assignment does not require revision as it was evaluated as being strongly aligned to the standards.</td>
</tr>
<tr>
<td>The assignment clearly connects to the content expectations outlined in the standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Connection to the Skills of the Standards</strong></td>
<td>This assignment does not require revision as it was evaluated as being rigorous.</td>
</tr>
<tr>
<td>The assignment clearly connects to the skill expectations outlined in the standards.</td>
<td></td>
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<th>Connection to Rigor:</th>
<th></th>
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Adapted from a tool developed by Beth Ratway Assignment Analysis—14 2019
### Social Studies Assignment Review Protocol

<table>
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<tr>
<th><strong>Social Studies Analysis</strong></th>
<th><strong>Disciplinary Concepts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning plan requires students to demonstrate thinking with social studies content by organizing, synthesizing, interpreting, evaluating and hypothesizing to produce comparisons/contrasts, arguments, application of new information to new contexts and consideration of alternative viewpoints.</td>
<td>The learning plan requires students to demonstrate an understanding of the inquiry practices and concepts and practices from the social studies disciplines by using them to interpret and explain specific, concrete information or events.</td>
</tr>
</tbody>
</table>

### Connections to Instructional Shifts:
The impactful instructional strategy is designed around a key instructional shift.
- Craft questions that spark and sustain an inquiry
- Cultivate and nurture collaborative civic spaces
- Integrate content and skills purposefully
- Promote literacy practices and outcomes
- Provide tangible opportunities for taking action

This assignment does not require revision as it was evaluated as being strongly aligned to the instructional shifts of the Kentucky Academic Standards (KAS) for Social Studies.