

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Psychology Social Studies Course.

Psychology/9 th – 12 th - Unit One – Concepts Found in Psychology	
Elaborated Unit Focus	This important first unit is designed to introduce students to the five themes featured in this course. These themes include: Beliefs and Ideals; Individuals, Groups, and Institutions; Technological Innovations; Human Environmental Interaction; and Culture. By the end of the unit, students should demonstrate their grasp of the Enduring Understandings affiliated with this course.
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. • Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences. • Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. • Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. • Culture: The student will understand that the culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society.
GSE for Social Studies (standards and elements)	This unit is designed to relate social studies themes to the study of psychology. There are no direct correlations between the standards and elements for this unit.
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>Literacy Standards:</p> <p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p>

	<p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research</p> <p>L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 9. construct charts and tables 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information 16. check for consistency of information



Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<ul style="list-style-type: none"> • Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. • Essential Question: How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society? <ul style="list-style-type: none"> • What are beliefs and ideals? • Where do our beliefs and ideals come from? • How do beliefs and ideals affect our decisions?
<p>Enduring Understanding 2</p>	<ul style="list-style-type: none"> • Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences. • Essential Question: How does understanding the psychology of individuals, groups and/or institutions actions help with the with intended and unintended consequences for society? <ul style="list-style-type: none"> • How could psychology help to mitigate/promote the actions of an individual? • How could psychology help to mitigate/promote the actions of a group? • How could psychology help to mitigate promote the actions of an institution?
<p>Enduring Understanding 3</p>	<ul style="list-style-type: none"> • Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. • Essential Question: How have technological innovations changed the psychology of society? <ul style="list-style-type: none"> • How has technology influenced you? • How has technology changed the study of psychology? • What are some of the consequences of technological innovations in relation to psychology?
<p>Enduring Understanding 4</p>	<ul style="list-style-type: none"> • Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. • Essential Question: How can your environment affect your psychology? <ul style="list-style-type: none"> • Nature versus nurture which has the most influence? • How has environment affected your thoughts and behaviors? • What environmental influences might change a person’s behavior?
<p>Enduring Understanding 5</p>	<ul style="list-style-type: none"> • Culture: The student will understand that the culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society. • Essential Question: What is the relationship between psychology and the culture of a society? <ul style="list-style-type: none"> • How can psychology influence a culture? • How can culture influence psychology? • How does an understanding of psychology help us to define a culture?

Sample Instructional Activities/Assessments

Task 1: Jigsaw

Jigsaw groups (adapted from Aronson, 1978) provide students a way to build summarizing habits while also pushing them to communicate meaningful information with other students. Students in one group become experts on a text and the experts then teach text to students that did not read the text.

Procedure:

1. Prepare copies of each text for students to read. Plan to have the same number of students in each group as there are texts (5). NOTE: You may have more than one group reading the same article.
2. Prepare an Expert Sheet or use the provided expert sheet that will help students become experts as they summarize a text. The sheet may have questions (open-ended), a task, and/or a graphic to fill in, and so on.
3. Use a random number or other method to create home groups. Then assign each student a letter that corresponds to his or her expert group and the text that the group will study.
4. Have students with the same letters get together in expert groups and read silently their assigned text.
5. Agree upon the major points to share back with your home group.
 - Share major points, passages that provoked reflective thought, and words or phrases that “stood out”. Include the big ideas that if missed would dilute deeper understanding of the text. Clear up any confusion and surface any remaining questions with the experts in your group.
 - Agree on the key points to share with your home group in order to help them learn the content without having read it. Provide examples that might help explain the key points.
 - Add any key points, ideas, and phrases that your group agreed to share that you did not initially include.
 - When prompted by the teacher, return to your home group and share the key points, words, phrases, and examples with students who have not read it.
6. Have experts report back to their home groups to summarize and teach the important parts of their section.
7. Report out to the class.

Texts will reflect each of the five enduring themes:

Beliefs and Ideals: Albrecht, Karl, Ph.D. "The Real Reason We Believe What We Believe." *Psychology Today*. Sussex Publishers, n.d. Web. 23 Apr. 2018. <<https://www.psychologytoday.com/us/blog/brainsnacks/201404/the-real-reason-we-believe-what-we-believe>>.

Individuals, Groups, and Institutions: Forsyth, Donelson R. "The Psychology of Groups." *Noba*. N.p., n.d. Web. 23 Apr. 2018. <<http://nobaproject.com/modules/the-psychology-of-groups#content>>.

Technological Innovation: Rosen, Larry D., Ph.D. "The Anxiety Epidemic." *Psychology Today*. Sussex Publishers, n.d. Web. 23 Apr. 2018. <<https://www.psychologytoday.com/us/blog/rewired-the-psychology-technology/201706/the-anxiety-epidemic>>.

Human Environmental Interaction: Ciotti, Gregory. "Want to Change Your Habits? Change Your Environment." *Psychology Today*. Sussex Publishers, n.d. Web. 23 Apr. 2018. <<https://www.psychologytoday.com/us/blog/habits-not-hacks/201408/want-change-your-habits-change-your-environment>>.

Culture: Garrett, Mario D., Ph.D. "The Psychology in Culture." *Psychology Today*. Sussex Publishers, n.d. Web. 23 Apr. 2018. <<https://www.psychologytoday.com/us/blog/iage/201801/the-psychology-in-culture>>.

See [Appendix A](#) for expert sheet and formative assessment rubric.

GSE Standards and Elements

This unit is designed to relate social studies themes to the study of psychology. There are no direct correlations between the standards and elements for this unit.

<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>11. draw conclusions and make generalizations</p> <p>15. determine adequacy and/or relevancy of information</p> <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. ● Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences. ● Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. ● Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. ● Culture: The student will understand that the culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society.
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Task 2: List ~ Group ~ Label

What

This is a brainstorming and categorizing activity that allows students to think about, categorize, label, and discuss words related to a topic.

How

Teacher splits class into their home groups (see previous task) and assigns each group one of the enduring themes. The students are asked to think about the theme and what they know about how the theme relates to psychology and then complete the three tasks below.

List:

On their own, students brainstorm words related to the concept/theme word given by the teacher. Ask students to list as many words as they can, with a minimum of ten words. Challenge the students to list more if possible.

Group:

Students work in home groups to share and combine their words into logical categories. When students begin to combine their lists, they will discover patterns of words, helping to refine their knowledge of the central concept. Students work together to combine their individual lists into a common group list that includes all of their words.

Label:

Once the group creates their categories of words, they label each. The categories can become the basis for beginning a word wall or word notebook for the unit.

Adapted from: *Inside Words: Tools for Teaching Academic Vocabulary Grades 4-12*, Janet Allen, Stenhouse Publishers: Portland, Maine, 2007.

GSE Standards and Elements

This unit is designed to relate social studies themes to the study of psychology. There are no direct correlations between the standards and elements for this unit.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

Literacy Standards:

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Social Studies Matrices:

Information Processing Skills:

- 1.** compare similarities and differences
- 9.** construct charts and tables
- 11.** draw conclusions and make generalizations
- 16.** check for consistency of information

Enduring Understanding(s):

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|---|
| <ul style="list-style-type: none">• Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.• Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.• Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.• Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.• Culture: The student will understand that the culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society. |
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Task 3: Particle, Wave, Field (Tagmemics)

The basic idea underlying tagmemics can be easily stated: an object, experience, or idea can be viewed as a particle (a static unit), a wave (a dynamic unit changing over time), or a field (a unit seen in the context of a larger network of relationships). Each of these perspectives encourages you to ask different kinds of questions about your subject (represented here as X).

Particle perspective: What is X?

Wave perspective: How has X changed over time?

Field perspective: How does X relate to Y or Z?

This unit looks at five enduring themes through the lens of psychology. In this activity the students will write three essential questions for each of the themes through the lens of psychology. The three questions will be from three different perspectives.

Particle perspective – a question about a specific part of the theme in relation to psychology.

Wave perspective – a question about how an aspect of the theme has changed over time in relation to psychology.

Field perspective – a question about how the theme relates to psychology.

See [Appendix A](#) for a formative assessment rubric.

Strategy Source: http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm

<p>GSE Standards and Elements</p>	<p>This unit is designed to relate social studies themes to the study of psychology. There are no direct correlations between the standards and elements for this unit.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <p>3. identify issues and/or problems and alternative solutions</p> <p>14. formulate appropriate research questions</p> <p>Enduring Understanding(s):</p>

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|--|---|
| | <ul style="list-style-type: none">• Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.• Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.• Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.• Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.• Culture: The student will understand that the culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society. |
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Culminating Unit Performance Task

5 Enduring Themes and Psychology

After reading the articles and taking part in the class activities for this unit, create a chart in which you explain the five enduring themes and their relationship to psychology. Support your explanation with evidence from texts. You should include vocabulary definitions, questions, images, examples from texts, and your own written explanations.

See [Appendix A](#) for Rubric

GSE Standards and Elements	This unit is designed to relate social studies themes to the study of psychology. There are no direct correlations between the standards and elements for this unit.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

	<p>L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research</p> <p>L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none">1. compare similarities and differences6. identify and use primary and secondary sources9. construct charts and tables11. draw conclusions and make generalizations16. check for consistency of information <p>Enduring Understanding(s):</p> <ul style="list-style-type: none">• Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.• Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups and/or institutions affect society through intended and unintended consequences.• Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.• Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.• Culture: The student will understand that the culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society.
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Additional Information, Rubrics for the Performance Task

Appendix A:

- [Task 1: Expert Sheet](#)
- [Task 1: Formative Assessment Rubric](#)
- [Task 3: Formative Assessment Rubric](#)
- [Culminating Unit Performance Task Rubric](#)

Task 1: Expert Sheet

As you read your article and answer the questions below keep in mind you will need to teach your home group about the article and enduring theme.

Enduring Theme: *(enter theme assigned to group)*

Article: *(Provide article citation)*

3 Key Ideas: *(Provide three key ideas from the article)*

How does the article illustrate the theme?

One thing I found most interesting:

One thing that made me uncomfortable in the article:

Ideas my expert group shared that I want to share with my home group:

Psychology Frameworks for the Georgia Standards of Excellence in Social Studies

Task 1: Formative Assessment Rubric						
	3 Points		2 Points		1 Point	0 Points
	Exceeds Expectations		Meets Expectations		Approaching Expectations	Below Expectations
Expert Sheet Completion	All sections of expert sheet completed, and written summary/notes to take back to home group.		All sections of expert sheet completed, oral summary only to share with home group.		Most sections of expert sheet completed, oral summary only for home group.	Three or less sections of expert sheet completed, oral summary only for home group.
Article to Theme Relationship	Student makes clear connections between the article and the assigned theme.		Student makes connections between the article and assigned theme.		Student connections between article and assigned theme are unclear.	Student does not make connections between article and assigned theme.
Grading:						
6 points = 100%	5 points = 89%	4 points = 79%	3 points = 69%	2 points = 59%	1 point = 49%	0 points = 0% (work not completed)

Psychology Frameworks for the Georgia Standards of Excellence in Social Studies

Task 3: Formative Assessment Rubric																
Questions Developed	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Grading	100%	95%	90%	85%	80%	75%	70%	65%	55%	45%	35%	25%	15%	10%	5%	0%

Psychology Frameworks for the Georgia Standards of Excellence in Social Studies

Culminating Unit Performance Task Rubric				
	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus	Addresses prompt appropriately and maintains a clear, steady focus.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Rubric Source: <https://ldc.org/sites/default/files/LDC-Template-Task-Collection-2.0.A.pdf>