

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

| World History - Unit Four – African Societies & Islamic Empires | |
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| Elaborated Unit Focus | African societies and Islamic Empires through the 1500s will be analyzed through a political, economic, cultural, and geographical lens. The origins, growth, and diffusion of Islam through the Medieval Mediterranean World and Africa will be examined from the Middle Ages through to the “Gunpowder Empires” of the Safavid, Mughal, & Ottoman Empires. The characteristics, developments, and cultural contributions of the Sudanic empires will be described in addition to the Islamic Empires. |
| Connection to Connecting Theme/Enduing Understandings | <ul style="list-style-type: none"> • <i>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</i> • <i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i> • <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i> |
| GSE for Social Studies (standards and elements) | <p>SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.</p> <p>a. Analyze the origins of Islam and the growth of the Islamic Empire. b. Understand the reasons for the split between Sunni and Shi’a Muslims. c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa. d. Identify the contributions of Islamic scholars in science, math, and geography e. Analyze the relationship between Judaism, Christianity, and Islam.</p> <p>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</p> <p>a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.</p> <p>SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.</p> <p>a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires. b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.</p> |
| 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. 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. 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. L9-10WHST1: Write arguments focused on discipline-specific content. L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |

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| | <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>L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</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>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p> | <p>Social Studies Matrices:</p> <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. compare and contrast the categories of natural, cultural, and political features found on maps 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps <p>Information Processing Skills</p> <ol style="list-style-type: none"> 1. compare similarities and differences 4. distinguish between fact and opinion 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 7. interpret timelines, charts, and tables 8. identify social studies reference resources to use for a specific purpose 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 15. determine adequacy and/or relevancy of information |



Essential Questions and Related Supporting/Guiding Questions

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| <p>Enduring Understanding 1</p> | <p><i>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</i></p> <p>Essential question: Does development mean progress?</p> <ol style="list-style-type: none"> 1. How have Islamic scholars influenced our modern understanding of astrology, geometry, and math? 2. What were consequences of technology developed in the Medieval Mediterranean and African societies? 3. How do the technologies developed in the Medieval Mediterranean and African societies compare with Western thought? |
| <p>Enduring Understanding 2</p> | <p><i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i></p> <p>Essential question: How did the movement of people and ideas affect societies?</p> <ol style="list-style-type: none"> 1. What influence did trade have on the spread of Islam? 2. What changes did the meeting of trade, Islam, and Christianity bring about? 3. How did the Islamic Empires spread their ideas and beliefs? |
| <p>Enduring Understanding 3</p> | <p><i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p> <p>Essential question: How does culture influence society?</p> <ol style="list-style-type: none"> 1. How did a belief in Islam influence the development of the Islamic Empires? 2. How was government influenced by Islam? 3. How did the cultural contributions of the Islamic Empires help to define their societies? |

Sample Instructional Activities/Assessments

I-Chart

Full explanation of how to use an I-Chart: <http://www.readingrockets.org/content/pdfs/InquiryChart.pdf> and http://www.readingrockets.org/strategies/inquiry_chart

The teacher will provide each student with a blank I-chart and provide them with the topic:

How did Islamic scholars contribute to science, math, and geography?

The students then engage in creating questions about the topic to go at the top of each column.

The rows are for recording any information the students already know and the key ideas pulled from several different sources of information. The last row gives students the chance to write a general summary for each question.

Sources for student use in their I-Chart:

- Faruqi, Yasmeen Mahnaz. "Contributions of Islamic Scholars to the Scientific Enterprise." International Education Journal 7.4 (2006): 391-99. Web. <<http://files.eric.ed.gov/fulltext/EJ854295.pdf>>.
- "1001 Inventions and the Library of Secrets | 1001 Inventions." 1001Inventions. N.p., n.d. Web. 23 May 2017. <<http://www.1001inventions.com/media/video/library>>.
- Rashed, Roshdi. "A Polymath in the 10th Century." Science. American Association for the Advancement of Science, 02 Aug. 2002. Web. 23 May 2017. <<http://science.sciencemag.org/content/297/5582/773.full>>.
- "Royal Launch for Ibn Al-Haytham in Jordan." 1001Inventions. N.p., n.d. Web. 23 May 2017. <<http://www.1001inventions.com/>>.

NOTE: There are a number of articles linked from this page that show that contributions of Islamic scholars.

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| GSE Standards and Elements | <p>SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.</p> <p>d. Identify the contributions of Islamic scholars in science, math, and geography</p> |
| <p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p> | <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.</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>L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.</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>L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</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>Social Studies Matrices: Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 4. distinguish between fact and opinion 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 11. draw conclusions and make generalizations 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information <p>Enduring Understanding: <i>technological innovations have consequences, both intended and unintended, for a society.</i></p> |

World History Frameworks for the Georgia Standards of Excellence in Social Studies

| Topic: <i>How did Islamic scholars contribute to science, math, and geography?</i> | | | | | |
|---|------------|------------|------------|-------------------------|---------------|
| | Question 1 | Question 2 | Question 3 | Other Interesting Facts | New Questions |
| Source 1 | | | | | |
| Source 2 | | | | | |
| Source 3 | | | | | |
| Source 4 | | | | | |
| Summary | | | | | |

Jigsaw

Strategy sourced from: "Jigsaw." Reading Rockets. N.p., 28 May 2017. Web. 28 May 2017.

<<http://www.readingrockets.org/strategies/jigsaw>>.

How to use jigsaw

1. Introduce the strategy and the topic to be studied – **The Trans-Saharan Gold Trade and the Spread of Islam Through Trade.**
2. Assign each student to a "home group" of 3-6 students who reflect a range of reading abilities.
3. Determine a set of reading selections and assign one selection to each student. (The two articles listed below have five sections altogether assign one section to each student. I would also suggest having one student in each group assigned to examine the maps and chronologies available on the Mets site).
4. Create "expert groups" that consist of students across "home groups" who will read the same selection.
5. Give all students a framework for managing their time on the various parts of the jigsaw task.
6. Provide key questions to help the "expert groups" gather information in their particular area.
7. Provide materials and resources necessary for all students to learn about their topics and become "experts."
8. Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned.
9. Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report.
10. Remind students that "home group" members are responsible to learn all content from one another.

Texts for students to read:

- Department of the Arts of Africa, Oceania, and the Americas. "The Trans-Saharan Gold Trade (Seventh–Fourteenth Centuries)." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/gold/hd_gold.htm (October 2000)
- Department of the Arts of Africa, Oceania, and the Americas. "Trade and the Spread of Islam in Africa." In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/tsis/hd_tsis.htm (October 2001)

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| <p>GSE Standards and Elements</p> | <p>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</p> <p>b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.</p> <p>c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.</p> |
| <p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p> | <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>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</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>L9-10WHST9: 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>Social Studies Matrices:</p> <p>Map and Globe Skills:</p> <p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>7. use a map to explain impact of geography on historical and current events</p> |

8. draw conclusions and make generalizations based on information from maps

Information Processing Skills:

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
7. interpret timelines, charts, and tables
11. draw conclusions and make generalizations
12. analyze graphs and diagrams

Enduring Understanding:

- *The student will understand that the movement or migration of people and ideas affects all societies involved.*

Paragraph Shrinking

Strategy sourced from: <http://www.adlit.org/strategies/23331/>

Choose the assigned reading and introduce the texts below to the students. Then create pairs within the classroom by identifying which children require help on specific skills and who the most appropriate children are to help other children learn those skills. Model the activity to ensure that students understand how to use the strategy.

During this process teachers should:

1. Each member of the teacher-assigned pair takes turns being "Coach" and "Player." These pairs are changed regularly. All students have the opportunity to be "coaches" and "players."
Note: It is important for teachers to monitor and support students as they work together.
2. Each student reads aloud for five minutes without rereading a text. After each paragraph, students stop to summarize the main points of the reading. Students are asked to summarize the following information:
 - o the who or what of the paragraph;
 - o the most important thing about who or what; and
 - o the main idea

If a "Player" ever gives a wrong answer, the "Coach" asks the "Player" to skim the paragraph again and answer question a second time. Students must state the main idea in ten words or less which encourages them to monitor comprehension while taking turns reading. The pair earns points when the above goals of the strategy are met.

Texts for students to read:

- Yalman, Suzan. "The Art of the Ottomans before 1600." In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/otto1/hd_otto1.htm (October 2002)
- Yalman, Suzan. Based on original work by Linda Komaroff. "The Art of the Safavids before 1600." In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/safa/hd_safa.htm (October 2002)
- Department of Islamic Art. "The Art of the Mughals before 1600." In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–. http://www.metmuseum.org/toah/hd/mugh/hd_mugh.htm (October 2002)

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| GSE Standards and Elements | <p>SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.</p> <p>b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.</p> |
| Literacy Standards Social Studies Matrices Enduring Understanding(s) | <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.</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>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 11. draw conclusions and make generalizations <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i> |

Culminating Unit Performance Task

Essay - Argumentation

Were the Medieval Ages really the Dark Ages or was this just a “Western” viewpoint? After reading and viewing the texts, images/videos, and your own research related to this unit, write an essay in which you address the question and support your position with evidence from the text(s). **(Argumentation/Analysis)**

Additional demands: Give at least five example/s from past events to illustrate and clarify your position. Be sure to include citations and references (at least six) to support your position. In your discussion, address the credibility and origin of sources in view of your research topic using historical context, intended audience, purpose, and point of view.

Rubric at end of the unit.

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| <p style="color: #003366; font-weight: bold;">Literacy Standards Social Studies Matrices Enduring Understanding(s)</p> | <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.</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>L9-10WHST1: Write arguments focused on discipline-specific content.</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>L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> |

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| <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>Social Studies Matrices:</p> <p>Map and Globe Skills:</p> <ol style="list-style-type: none">4. compare and contrast the categories of natural, cultural, and political features found on maps6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps7. use a map to explain impact of geography on historical and current events8. draw conclusions and make generalizations based on information from maps <p>Information Processing Skills</p> <ol style="list-style-type: none">1. compare similarities and differences4. distinguish between fact and opinion5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources7. interpret timelines, charts, and tables8. identify social studies reference resources to use for a specific purpose11. draw conclusions and make generalizations12. analyze graphs and diagrams15. determine adequacy and/or relevancy of information <p>Enduring Understandings:</p> <ul style="list-style-type: none">• <i>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</i>• <i>The student will understand that the movement or migration of people and ideas affects all societies involved.</i>• <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i> |
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World History Frameworks for the Georgia Standards of Excellence in Social Studies

| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced |
|-----------------------|---|-----|--|-----|---|-----|---|
| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. | | Addresses prompt appropriately and establishes a position, but focus is uneven. D:Addresses additional demands superficially. | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D:Addresses additional demands sufficiently | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. | | Establishes a claim. | | Establishes a credible claim. | | Establishes and maintains a substantive and credible claim or proposal. |
| Reading/ Research | Attempts to reference reading materials to develop response, 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. | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. |
| Organization | Attempts to organize ideas, but lacks control of structure. | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| 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 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 appropriate format. |
| Content Understanding | Attempts to include disciplinary content in argument, 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. |