

Transdisciplinary theme: **Sharing the Planet**

Central idea : **Different perspectives can cause conflict.**

Name: \_\_\_\_\_

	<b>Below Standard(1)</b>	<b>Approaching Standard(2)</b>	<b>At Standard (3)</b>	<b>Beyond Standard(4)</b>
<p><b>Part 1</b></p> <p><b>Identify an injustice</b></p> <p><i>DoI addressed: Why colonies needed to be free</i></p>	<p>Teacher provides an injustice for student to use.</p>	<p>With teacher assistance, student is able to clearly state an injustice that he/she observes in the world.</p>	<p>Student is able to clearly state an injustice that he/she observes in his/her life.</p>	<p>Student is able to clearly state an injustice that he/she observes in the world which also affects other populations.</p>
<p><b>Part 2</b></p> <p><b>Design a plan that will begin to solve the problem</b></p> <p><i>DoI: laid out ideas on which the new country would be built</i></p>	<p>With teacher assistance, student designs a plan that has 4 or less of the 5 SMART components.</p> <p><u>S</u>pecific <u>M</u>easurable <u>A</u>chievable <u>R</u>ealistic <u>T</u>ime-bound</p>	<p>With teacher assistance, student designs a plan that is SMART.</p> <p><u>S</u>pecific <u>M</u>easurable <u>A</u>chievable <u>R</u>ealistic <u>T</u>ime-bound</p>	<p>Student designs a plan that is SMART.</p> <p><u>S</u>pecific <u>M</u>easurable <u>A</u>chievable <u>R</u>ealistic <u>T</u>ime-bound</p>	<p>Student designs a plan that is SMART and includes greater depth due to the complexity of the problem.</p> <p><u>S</u>pecific <u>M</u>easurable <u>A</u>chievable <u>R</u>ealistic <u>T</u>ime-bound</p>
<p><b>Part 3:</b></p> <p><b>Support your argument</b></p> <p><i>DoI: lists all the unfair things the king did</i></p>	<p>With significant teacher support, student states WHY their problem is unjust.</p>	<p>With some teacher assistance, student states the reasons WHY their problem is unjust.</p>	<p>Student is able to clearly articulate reasons WHY their problem is unjust. These reasons reflect a thorough analysis of the problem.</p>	<p>Student clearly articulates reasons WHY their problem is unjust. These reasons reflect a thorough analysis of the problem and in-depth explanations are provided for each.</p>

<p><b>Part 4: Summary</b></p> <p><i>DoI: introduces the name and clearly states GB will have no control.</i></p>	<p>With significant teacher support, student introduces the expected change and a basic prediction of its anticipated impact.</p>	<p>With some teacher assistance, student introduces the expected change and its anticipated impact.</p>	<p>Student introduces the expected change and its anticipated impact; provides a logical explanation.</p>	<p>Student provides a statement of expected change and its anticipated impact demonstrates in-depth problem solving and critical thinking skills.</p>
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\_\_\_\_Reflection Turned In

Comments:

\_\_\_\_Sources Listed