

Integrated Thematic Unit

“May the Odds Be Ever in Your Favor”

Unit Assessment:

Math, English, Art, ELD, “Create your Own Dictatorship” Group Project

| | 1 Below | 2 Approaching | 3 Meets | 4 Exceeds |
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| Constitution/ Manifesto (English) | Description of chosen system of government is unclear. Does not explain the philosophical role of government or describe the relationship between the government and its people. Is not written in appropriate formal register. Errors in spelling/grammar interfere with meaning. | Includes a brief description of the chosen system of government. Somewhat explains the philosophical role of government and/or somewhat explains the relationship between the government and its people. Is not written in appropriate formal register. | Includes a good description of the chosen system of government. Explains the philosophical role of government and describes the relationship between the government and its people. Is written using appropriate formal register. | Includes a detailed description of the chosen system of government and how it functions. Explains the philosophical role of government and describes the relationship between the government and its people. Is written using specially stylized formal register. |
| Geo-Political Map (Math) | Students did not specify units of measure when labeling dispersion values on their map <u>and</u> their calculations do not express numerical answers with any degree of precision for the problem context | Students did not specify units of measure when labeling dispersion values on their map <u>or</u> their calculations do not express numerical answers with any degree of precision for the problem context | Students specified units of measure when labeling dispersion values on their map and their calculations express <u>reasonable</u> numerical answers with a degree of precision for the problem context. | Students specified units of measure when labeling dispersion values on their map. Their calculations <u>accurately and efficiently</u> , express numerical answers with a degree of precision <u>appropriate</u> for the problem context. |
| Population Census (Math) | Student did not draw conclusions from their dispersion data collection and analysis | Student stated conclusions are <u>somewhat</u> supported by data from their dispersion data | Student stated conclusions are <u>fully</u> supported by data from their dispersion data collection and | Student <u>identified patterns and trends</u> and stated conclusions supported by data from their |

| | calculations. | collection and analysis calculations. | analysis calculations. | dispersion data collection and analysis calculations. |
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| Economic Analysis (English) | Description of the overall economic system is unclear. Does not describe both natural and man-made resource distribution or how it impacts any local economies. Provides a very vague or unclear overview of how the general populace meets its economic needs. | Includes a brief description of the overall economic system. Describes but does not explain natural and man-made resource distribution and describes how this impacts one local economy. Provides a vague overview of how the general populace meets its economic needs. | Includes a good description of the overall economic system (e.g., centrally planned, free market, capitalist, socialist, etc.). Explains natural and man-made resource distribution and describes how this impacts two or more local economies. Provides an overview for how the general populace meets its economic needs with one or more illustrative examples. | Includes a very detailed description and breakdown of the overall economic system and how it functions. Explains natural and man-made resource distribution and analyzes how this impacts three or more local economies. Provides an overview of how the general populace meets its economic needs with two or more illustrative examples. |
| Means and Methods of Control (English) | Somewhat describes two-three means/methods of control employed by central power via one or fewer of the following channels: economic control, social control, psychological control. Provides little or no logical rationale for why methods would be effective. | Describes four or more means/ methods of control employed by central power via at least two of the following channels: economic control, social control, psychological control. Provides some rationale for why methods would be effective. | Details five or more means/ methods of control employed by central power via at least two of the following channels: economic control, social control, psychological control. Provides adequate rationale for why methods would be effective. | Details six or more means/ methods of control employed by central power via each of the following channels: economic control, social control, psychological control, and/or others. Provides detailed and insightful rationale for why methods would be effective with examples (e.g. fictional case study) |
| State Flag | State flag shows | State flag shows | State flag shows | State flag shows |

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| (Art) | <p>little creative effort or is not displayed on the website/web brochure. Contains no symbolic elements OR copies an national or state existing flag.</p> | <p>some creative effort and is displayed on the website/web brochure. Symbolic element may be present but is not clearly explained.</p> | <p>good creative effort and is prominently displayed on website/web brochure. Flag contains at least one symbolic element, described in a caption or footnote.</p> | <p>immense creative effort and aesthetic appeal and is prominently displayed in multiple creative ways throughout website/web brochure for branding purposes. Flag contains two or more symbolic elements, described in its own page or section.</p> |
| <p>Presentation: Visual appeal and organization</p> | <p>Many project materials are missing or incomplete. Little effort has been made to provide logical organization or creativity. Website/web brochure is difficult to read and/or navigate.</p> | <p>Most project materials are complete and logically organized. Some effort has been made to add creative touches. Website/web brochure is somewhat easy to read and navigate.</p> | <p>All project materials are complete and logically organized. Visible effort has been made to add creative touches and to make website/web brochure easy to read and aesthetically appealing.</p> | <p>All projects materials are complete, logically organized, and go above and beyond in addressing assignment requirements. Visible effort has been made to create a creative, cohesive, and aesthetically appealing virtual experience</p> |
| <p>Collaboration: Peer Assessment (ELD)</p> | <p>Group member peer reviews indicate little to no positive participation in group discussion, planning, and project execution. Frequently absent, tardy, or off task. Completed $\frac{1}{2}$ or less proportion of total written work.</p> | <p>Group member peer reviews indicate generally positive participation in group discussion, planning, and project execution. Completed $\frac{3}{4}$ proportion of total written work.</p> | <p>Group member peer reviews indicate positive and consistent participation and contribution in group discussion, planning, and project execution. Completed fair proportion of total written work.</p> | <p>Group member peer reviews indicate very positive and highly consistent and helpful participation and contribution in group discussion, planning, and project execution. Completed fair proportion (or more) of total written work of exceptional quality.</p> |

