

**GRADE: 9**

**ELD STANDARD: 5-SOCIAL STUDIES EXAMPLE TOPIC: Gold, God, Glory Skit**

**CONNECTION:   
MA Curriculum Frameworks: U.S. History**

CS. 8- Interpret the past within its own historical context rather than in terms of present-day

CS. 9 – Distinguish intended from unintended consequences

CS. 10- Distinguish Historical fact from opinion

**Common Core Standards: Listening and Speaking**

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will collaborate with a small group of peers to role play/perform a skit that outlines and evaluates the motives behind European exploration of the New World. Specifically, each group will perform a skit that addresses one of the following motives: “Gold, God, or Glory.”

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| **COGNITIVE FUNCTION: Create** and perform a skit that that addresses “Gold, God, or Glory” as a key motive behind European exploration of the New World. | | | | | | |
| **DOMAIN: Speaking** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Imagine they are living during the Age of Exploration, and read directly from a “script” of 1-3 word lines, while performing a skit that verbally expresses the motive of Gold, God, or Glory. | Imagine they are living during the Age of Exploration, and read directly from a “cue card” while performing a skit that verbally expresses the motive of Gold, God, or Glory. | Imagine they are living during the Age of Exploration, and reference a “cue card” no more than five times while performing a skit that verbally expresses the motive of Gold, God, or Glory in an enthusiastic manner. | Imagine they are living during the Age of Exploration, and reference a “cue card” no more than twice while using appropriate intonation to perform a skit that verbally expresses the motive of Gold, God, or Glory in an articulate and enthusiastic manner. | Imagine they are living during the Age of Exploration, and perform a memorized skit using appropriate intonation while verbally expressing the motive of Gold, God, or Glory in an articulate and enthusiastic manner. |
| **TOPIC-RELATED LANGUAGE:** Exploration, explorer, PUSH/PULL factors of migration**,** Old World, New World, Native Americans, settlers, Christopher Columbus, ship; Gold, God, Glory; natural resources, exploitation, etc. | | | | | | |