

## Instructional Supports for All Students: High School Social Studies Social Studies 10-4 Formative Assessment Summary

### Related Issue 1: Should globalization shape identity?

**Theme:**

Explore understandings of globalization and identity by examining how globalization of media and communications (e.g., news, Internet, phones, music and TV) impacts identity and diversity.

Suggested Activity from Globalization Awareness – Get with It!	Formative Assessment	Sample Tool
<p><b>Describing Globalization</b></p> <p>Students examine various understandings of globalization to create a description of globalization.</p>	<p><b>Describe Understandings of Globalization</b></p> <p>Engage students in a <i>peer review</i> about the comprehensiveness of the description of their understandings of globalization. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Does my description of globalization make sense based on the sources I have explored?</li> <li>• Did I explain how globalization can take many forms?</li> </ul>	<p><a href="#">A Working Definition of Globalization: Graphic Organizer for Describing Globalization</a></p>
<p><b>Globalization: Is It Worth It?</b></p> <p>Students analyze the potential positive and negative consequences of globalization by examining the effects that globalization has had on their lives and the lives of others.</p>	<p><b>Analyze Positive and Negative Consequences of Globalization</b></p> <p>Involve students in <i>peer coaching</i> to provide and receive feedback about the perceptiveness of their analysis of the consequences of globalization. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <p>In my presentation, have I:</p> <ul style="list-style-type: none"> <li>• described how globalization affects people’s lives?</li> <li>• determined whether the effects of globalization are positive or negative?</li> <li>• provided specific examples that support the reason why I classified the effect as positive or negative?</li> </ul>	<p>N/A</p>

Suggested Activity from What Do You Think?	Formative Assessment	Sample Tool
<p><b>Expressing Ourselves</b></p> <p>Students describe ways Canadians express their identities by examining strategies for constructing a unique Canadian identity and ways of protecting and promoting our identities as Canadians.</p>	<p><b>Examine Ways Canadians Express Their Identities</b></p> <p>Involve students in <i>peer coaching</i> to provide and receive feedback about the comprehensiveness of their examination of the ways Canadians express their identities and protect and promote their cultures and identities. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <p>How well have I:</p> <ul style="list-style-type: none"> <li>• described distinct and unique ways that Canadians express their identities?</li> <li>• described ways Canadians protect and promote their cultures and identities?</li> </ul>	N/A
<p><b>The Impact of Outside Influences</b></p> <p>Students analyze the impact of media and communications technology on diversity.</p>	<p><b>Analyze the Impact of Media and Communications Technology on Diversity</b></p> <p>Involve students in <i>peer coaching</i> to provide and receive feedback about the perceptiveness of their analysis of the impact of media and communications technology on diversity. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <p>Did I explain the:</p> <ul style="list-style-type: none"> <li>• positive results of the universalization of pop culture?</li> <li>• negative consequences of the universalization of pop culture?</li> </ul>	N/A
<p><b>Arriving at a Conclusion</b></p> <p>Students state and support their position on whether or not they believe globalization shapes our cultures and identities or we shape the forces of globalization with our cultures and identities.</p>	<p><b>State and Support a Position</b></p> <p>Involve students in <i>peer coaching</i> to provide and receive feedback about the persuasiveness of the evidence they used to support their position. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Is my evidence focused on the topic?</li> <li>• Did I provide detailed evidence?</li> <li>• Did I provide convincing evidence?</li> </ul>	N/A

## Related Issue 2: Should people in Canada respond to the consequences of historical globalization?

**Theme:**  
Explore how Canada has responded to the effects of historical globalization by examining experiences regarding residential schools.

Suggested Activity from Perspectives on First Contact	Formative Assessment	Sample Tool(s)
<p><b>Exploring Historical Globalization</b></p> <p>Students explore the foundations of historical globalization to set the stage for further inquiry. They receive support with various research skills to assist them in their inquiry.</p>	<p><b>Access and Retrieve Information</b></p> <p>Involve students in a <i>self-reflection</i> to consider the relevance of the information that they have gathered in their research notes. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity. While the prompts have been written for student self-reflection, they can be adapted for peer coaching if desired.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I accessed a variety of sources?</li> <li>• Do my sources represent both perspectives?</li> <li>• Have I accurately recorded the location of the sources that I have used?</li> <li>• Have I respected the author by using only key words and not copying directly from what the author wrote?</li> <li>• Am I able to restate the meaning from the key words that I have selected?</li> <li>• Have I clearly distinguished between observations and inferences when using visual sources?</li> </ul> <p><b>Describe Historical Background</b></p> <p>Involve students in a <i>peer review</i> to provide and receive feedback on the comprehensiveness of their description of the historical background. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Is the information on topic?</li> <li>• Have I included information about:               <ul style="list-style-type: none"> <li>– First Nations peoples living in Eastern Canada at the time of first contact?</li> <li>– the motives for Cartier’s exploration?</li> <li>– key events surrounding first contact?</li> <li>– the response of First Nations peoples?</li> </ul> </li> <li>• Is there enough information to help the reader understand?</li> </ul>	<p><a href="#">Access and Retrieve Information: Student Self-reflection Tool</a></p> <p><a href="#">Describe Historical Background: Peer Coaching Tool</a></p>

Suggested Activity from Perspectives on First Contact	Formative Assessment	Sample Tool
<p><b>Reflecting on Impact</b></p> <p>Students consider the political, economic and social impacts of imperialism and explain the various perspectives that might accompany a proposal to honour a European explorer.</p>	<p><b>Explain Impacts of Imperialism</b></p> <p>Involve students in a <i>peer review</i> to provide and receive feedback on the perceptiveness of their explanation of the impacts of first contact. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I explained political, economic and social impacts of imperialism from multiple perspectives?</li> <li>• Do my explanations of the impacts of imperialism make sense based on the background information I have provided?</li> <li>• Have I explained the various perspectives regarding the question of establishing a national historic site?</li> </ul>	<p><a href="#">Explain Impacts of Imperialism: Peer Coaching Tool</a></p>
Suggested Activity from Reflecting on Residential Schools in Canada	Formative Assessment	Sample Tool(s)
<p><b>Origins of Residential Schools</b></p> <p>Students use oral, print and multimedia sources to investigate the origins of, and multiple perspectives surrounding, residential schools in Canada, and they use graphic organizers to record their information.</p>	<p><b>Describe Historical Background</b></p> <p>Involve students in a <i>think-pair-share with peers</i>, having them provide and receive feedback on the comprehensiveness of the information recorded in their graphic organizers. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Is the information on topic?</li> <li>• Have I included information about: <ul style="list-style-type: none"> <li>– the treaties?</li> <li>– the <i>Indian Act</i>?</li> <li>– why residential schools were established by the Canadian government?</li> </ul> </li> <li>• Is there enough information to help the reader understand?</li> </ul> <p><b>Explain Multiple Perspectives</b></p> <p>Involve students in a <i>self-reflection</i> to examine the quality of the information gathered representing multiple perspectives. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I accessed more than one source?</li> <li>• Have I gathered information on Aboriginal perspectives and the perspective of the Canadian government?</li> <li>• Have I used respectful language when recording information?</li> </ul>	<p><a href="#">Describe Historical Background: Peer Coaching Tool</a></p> <p><a href="#">Explain Multiple Perspectives: Student Self-reflection</a></p>

Suggested Activity from Reflecting on Residential Schools in Canada	Formative Assessment	Sample Tool(s)
<p><b>Exploring the Effects of Historical Globalization</b></p> <p>Students use the information gathered previously from oral, print and multimedia sources to explain the impact of the residential school experience on Aboriginal peoples.</p>	<p><b>Explain Cause and Effect</b> Involve students in a <i>peer review</i> to examine the perceptiveness of the cause and effect statements in their templates/graphic organizers. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Does the description of the event (the cause) provide enough information to help the reader understand what happened?</li> <li>• Does the result (the effect) make sense?</li> <li>• Do the cause and effect statements deal with the most important parts of the events?</li> </ul> <p><b>Communicate Information</b> Involve students in a <i>peer review</i> to examine the effectiveness of the communication in the format that they have selected. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts (for an oral presentation—adjust as necessary to suit the selected format): In my oral communication, do I ...</p> <ul style="list-style-type: none"> <li>• speak with appropriate volume?</li> <li>• demonstrate appropriate pacing?</li> <li>• use gestures appropriately for emphasis?</li> <li>• make my voice interesting by varying the tone?</li> <li>• avoid distracting or repetitive words or phrases such as “um” and “like”?</li> </ul>	<p><a href="#">Explain Cause and Effect: Peer Coaching Tool</a></p> <p><a href="#">Communicate Information: Peer Coaching Tool</a></p>



Suggested Activity from Building a Positive Future	Formative Assessment	Sample Tool(s)
<p><b>Seeking Solutions</b></p> <p>Students consider what further actions would be appropriate and effective to promote healing and build a positive future for all Canadians. They write a personal response or create a video or multimedia piece in order to share their proposed solutions.</p>	<p><b>Propose a Solution</b></p> <p>Involve students in a <i>peer review</i> to examine the effectiveness of the support they have provided for their proposed solution. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I proposed a solution about the actions that need to be taken?</li> <li>• Are my ideas feasible and respectful?</li> <li>• Have I provided specific reasons to explain why I believe my ideas will help build a positive future?</li> </ul> <p><b>Communicate Information</b></p> <p>Involve students in a <i>peer review</i> to provide and receive feedback on the effectiveness of their personal written response or video or multimedia submission for the newspaper editor. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts (for a personal written response):</p> <p>In my writing, do I:</p> <ul style="list-style-type: none"> <li>• organize my information so the reader can understand my message?</li> <li>• use language that will be easily understood by the reader?</li> <li>• use respectful language?</li> <li>• edit my text to make it easier for the reader to understand my message?</li> </ul> <p>Feedback Prompts (for a video or multimedia piece):</p> <p>In my video or multimedia piece, do I:</p> <ul style="list-style-type: none"> <li>• provide written text where appropriate to support the organization of my message?</li> <li>• use images to support the key points of my message?</li> <li>• ensure that the images are of good quality?</li> <li>• ensure that the audio is of good quality and that the volume is at an appropriate level?</li> </ul>	<p><a href="#">Propose a Solution: Peer Coaching Tool</a></p> <p><a href="#">Communicate Information (Personal Written Response): Peer Coaching Tool</a></p> <p><a href="#">Communicate Information (Video or Multimedia Piece): Peer Coaching Tool</a></p>

### Related Issue 3: Does globalization contribute to sustainable prosperity for all people?

**Theme:**

Explore economic, environmental and other possible effects of globalization on sustainable prosperity for all people by examining individuals' use of products and the extent to which Canada should focus on the harvesting and sale of natural resources, such as oil and water.

Suggested Activity from A Day in Your Life	Formative Assessment	Sample Tool
<p><b>Opportunities and Challenges of Globalization</b></p> <p>Students examine items that they use in everyday life; the origins of those items; and the political, economic, environmental or social impacts of those items in relation to globalization.</p>	<p><b>Analyze Opportunities and Challenges of Globalization</b></p> <p>Involve students in a <i>think-pair-share activity</i> to provide and receive feedback on the perceptiveness of their analysis of the opportunities and challenges of globalization. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I identified positive and negative consequences of globalization?</li> <li>• Have I provided accurate information about the impact or consequences of globalization?</li> <li>• Does my analysis link to the following aspects and impacts of globalization?               <ul style="list-style-type: none"> <li>– sustainability</li> <li>– prosperity</li> <li>– land use</li> <li>– resource use</li> <li>– impact on humanity</li> </ul> </li> </ul>	<p>N/A</p>
<p><b>Stating and Supporting My Position</b></p> <p>Using their analysis of everyday items, students decide if the positive consequences of globalization outweigh the negative consequences of globalization and provide support for their position.</p>	<p><b>State and Support a Position</b></p> <p>Involve students in a <i>peer review</i> to provide and receive feedback on the persuasiveness of the support for their position regarding globalization. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I stated a position, rather than simply restating previous information?</li> <li>• Are my reasons convincing?</li> <li>• Have I provided specific examples?</li> <li>• Do my examples support my position?</li> </ul>	<p>N/A</p>



Suggested Activity from Competing Interests: Water Privatization under the Microscope	Formative Assessment	Sample Tool(s)
<p><b>Perspectives on Sustainable Development</b></p> <p>After using oral, print and multimedia sources to investigate and categorize current issues surrounding water use, students investigate and define differing perspectives on the political, economic and environmental challenges facing the sustainability of water use. Students also investigate two different perspectives regarding the use of bottled water.</p>	<p><b>Describe Multiple Perspectives</b></p> <p>Involve students in a <i>self-reflection</i> to get feedback on the comprehensiveness of their description of multiple perspectives. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I described the key points of each perspective?</li> <li>• Have I provided information about the reasoning behind each perspective?</li> <li>• Have I used language that is free from bias?</li> </ul>	<p><a href="#">Describe Multiple Perspectives: Student Self-reflection Tool</a></p>
<p><b>Analyzing Media Strategies</b></p> <p>Students analyze the impact of media in shaping public opinion. They then develop, support and communicate their position on the use of bottled water by using specific examples from videos along with their analysis of the impact of media.</p>	<p><b>Analyze the Impact of Media</b></p> <p>Involve students in a <i>peer review</i> to provide and receive feedback on the perceptiveness of their analysis of the impact of media strategies. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Did I describe the media strategies used in the videos to influence the audience?</li> <li>• Did I explain how the media strategies influenced my thinking?</li> </ul> <p><b>State and Support a Position</b></p> <p>Involve students in a <i>peer review</i> to provide and receive feedback on the persuasiveness of the support for their position regarding the bottled water issue. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I stated a position, rather than simply restating previous information?</li> </ul>	<p><a href="#">Analyze the Impact of Media: Peer Coaching Tool</a></p> <p><a href="#">State and Support a Position: Peer Coaching Tool</a></p>

Suggested Activity from Competing Interests: Water Privatization under the Microscope	Formative Assessment	Sample Tool(s)
	<ul style="list-style-type: none"> <li>• Are the reasons supporting my position convincing?</li> <li>• Have I provided specific examples from the videos?</li> <li>• Do my examples support my reasons and my position?</li> <li>• Have I considered the impact of the media on my position?</li> </ul> <p><b>Communicate Information</b> Involve students in a <i>peer review</i> to provide and receive feedback on the effectiveness of their communication. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts (for a poster): In my poster, do I ...</p> <ul style="list-style-type: none"> <li>• balance text with visuals?</li> <li>• use images that convey the key points of the message?</li> <li>• use a font style and size that make it easy for the viewer to read?</li> </ul>	<p><a href="#">Communicate Information (Poster): Peer Coaching Tool</a></p>
Suggested Activity from Perspectives on Alberta's Oil Industry	Formative Assessment	Sample Tool
<p><b>Investigating Perspectives on Prosperity and Sustainability</b></p> <p>In this guided inquiry, students use a variety of media sources to gather information on various perspectives on land and resource use, sustainability and prosperity related to oil extraction.</p>	<p><b>Describe Perspective</b> Involve students in a <i>peer review</i> to provide and receive feedback on the comprehensiveness of their description of the selected perspective on the issue. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Is the description of the perspective I am presenting clear to the listener?</li> <li>• Have I described the key points of the perspective?</li> <li>• Have I provided information about the reasoning behind the perspective?</li> <li>• Have I used language that is free from bias?</li> </ul>	<p>N/A</p>

Suggested Activity from Perspectives on Alberta's Oil Industry	Formative Assessment	Sample Tool
<p><b>What's Your Position?</b></p> <p>Using the information gathered in the previous activity, students determine their personal response to the issue and prepare to defend their position and refute the counter-arguments of contending positions.</p>	<p><b>State and Support a Position</b></p> <p>Involve students in a <i>peer review</i> to provide and receive feedback on the persuasiveness of the support for their position. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I stated a position, rather than simply restating previous information?</li> <li>• Are the reasons supporting my position convincing?</li> <li>• Have I provided specific examples?</li> <li>• Is my information accurate?</li> <li>• Do my examples support my position?</li> </ul>	<p>N/A</p>

## Related Issue 4: How should I, as a citizen, respond to globalization?

### Theme:

Explore the roles and responsibilities of Canadians in a globalizing world and your own responses to globalization by examining globalization's impact on people's quality of life in Canada and around the world.

Suggested Activity from Your Opinion Please	Formative Assessment	Sample Tool(s)
<p><b>Looking for the Quality in Quality of Life</b></p> <p>Students explore the concept of quality of life and consider local and global examples of how quality of life and human rights, especially for women, children and youth, can be affected by globalization.</p>	<p><b>Explain Factors that Determine Quality of Life</b></p> <p>Involve students in a <i>self-reflection</i> of their discussion forum or journal entry to consider the comprehensiveness of the information they have shared. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I described the factors that determine quality of life?</li> <li>• Have I explained the relationship between quality of life and standard of living?</li> <li>• Have I explained the relationship between human rights and quality of life?</li> </ul> <p><b>Communicate Information</b></p> <p>Involve students in a <i>peer review</i> of their discussion forum or journal entry to provide and receive feedback on the effectiveness of the information they have shared. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I clearly and concisely stated my point?</li> <li>• Is it easy for the reader to understand what I have written?</li> <li>• Does my language show respect?</li> </ul>	<p><a href="#">Explain Factors that Determine Quality of Life: Self-reflection Tool</a></p> <p>N/A</p>

Suggested Activity from Your Opinion Please	Formative Assessment	Sample Tool(s)
<p><b>Globalization: It's Everyone's Business</b></p> <p>Students examine the impacts of globalization on individuals locally, in Canada and in other countries. The particular impacts of globalization on women, children and youth are the focus of this suggested activity.</p>	<p><b>Explain Impacts of Globalization</b> Involve students in a <i>peer review</i> of their discussion forum or journal entry to provide and receive feedback on the perceptiveness of the information they have shared. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I explained how globalization can have both positive and negative impacts?</li> <li>• Have I provided specific information on the relationship among globalization, expansion of democracy and human rights?</li> <li>• Have I provided specific information on how globalization affects quality of life for children, youth and women?</li> </ul> <p><b>Communicate Information</b> Involve students in a <i>peer review</i> of their discussion forum or journal entry to provide and receive feedback on the effectiveness of the information they have shared. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I clearly and concisely stated my point?</li> <li>• Is it easy for the reader to understand what I have written?</li> <li>• Does my language show respect?</li> </ul>	<p>N/A</p> <p>N/A</p>
Suggested Activity from Microloans: A Globalization Aid?	Formative Assessment	Sample Tool
<p><b>Ensuring that Help Is Helpful</b></p> <p>Students research the activities of an organization such as Kiva to determine how it assists in improving quality of life for others, particularly women and children.</p>	<p><b>Describe the Work of Kiva</b> Involve students in a <i>peer review</i> to provide and receive feedback on the comprehensiveness of the information they have provided on the work of Kiva. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Is the information on topic?</li> <li>• Have I included information about how the organization meets the five principles of effective aid?</li> <li>• Is there enough information to help the reader understand?</li> </ul>	<p>N/A</p>

Suggested Activity from Microloans: A Globalization Aid?	Formative Assessment	Sample Tool(s)
<p><b>Are We Making a Difference?</b></p> <p>Students examine the information they have obtained through their research to analyze the potential impact of Kiva (or another organization chosen) in improving quality of life for women and children.</p>	<p><b>Analyze the Potential Impact of Kiva</b> Involve students in a <i>peer review</i> to provide and receive feedback on the perceptiveness of their analysis of the impact of Kiva. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I explained how microloans could address some of the challenges of globalization for women or children?</li> <li>• Have I described the potential short-term impact of microfinance?</li> <li>• Have I described the potential long-term impact of microfinance?</li> </ul> <p><b>Communicate Information</b> Involve students in a <i>peer review</i> to examine the effectiveness of their communication in the format they have selected. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts (for a blog entry): In my blog, do I ...</p> <ul style="list-style-type: none"> <li>• stay on topic?</li> <li>• use concise language?</li> <li>• use visual and structural cues to assist the reader?</li> </ul>	<p>N/A</p> <p>N/A</p>
Suggested Activity from What Can I Do?	Formative Assessment	Sample Tool(s)
<p><b>Making Decisions</b></p> <p>Students select an issue related to the impacts of globalization that has meaning to them and develop a plan for taking social action.</p>	<p><b>Select an Issue and Defend a Choice</b> Involve students in a <i>peer review</i> to provide and receive feedback on the persuasiveness of their defence of their choice of issue. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Have I related the issue to be addressed to globalization?</li> <li>• Is my choice of issue something that I can actually take action on?</li> <li>• Have I explained how and why I think I can make a difference?</li> </ul>	<p>N/A</p>

Suggested Activity from What Can I Do?	Formative Assessment	Sample Tool(s)
	<p><b>Develop a Plan for Social Action</b> Involve students in a <i>peer review</i> to provide and receive feedback on the effectiveness of the plan. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• Does my plan have the potential to raise awareness of the issue?</li> <li>• Does my plan include the necessary steps to ensure a successful event?</li> </ul>	N/A
<p><b>Let's Do It!</b></p> <p>Students implement their planned social action project and then reflect on the experience and its impact.</p>	<p><b>Implement and Evaluate the Plan</b> Involve students in a <i>self-reflection</i> on the effectiveness of the project. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What didn't work very well? What could I have done differently to ensure an even better outcome?</li> <li>• How do I know my project made a difference in addressing the issue?</li> </ul>	N/A