

# **Science NYSAA Frameworks**

## **High School**

**2015–16**

**New York State Alternate Assessment  
For Science and Social Studies**

# Standard and Essence(s) Science – High School

## Standard 4: The Living Environment

### Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence of Indicators
Pg. 9–11	<p><b>1.1 Explain how diversity of populations within ecosystems relates to the stability of ecosystems.</b></p> <p>1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or hydrotrophic nutrition.</p> <p>1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.</p> <p>1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.</p> <p>1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.</p> <p>1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.</p> <p>1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.</p> <p><b>1.2 Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).</b></p> <p>1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.</p> <p>1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.</p> <p>1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.</p> <p>1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.</p> <p>1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.</p>	<ul style="list-style-type: none"> <li>• Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability</li> <li>• Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs that help maintain homeostasis.</li> <li>• Understand that one-celled organisms contain structures that help maintain homeostasis</li> </ul>

	<p>1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.</p> <p>1.2g Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.</p> <p>1.2h Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.</p> <p>1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria) protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).</p> <p>1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.</p> <p><b>1.3 Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.</b></p> <p>1.3a The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.</p>
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# Alternate Grade Level Indicators (AGLIs)

# Science – High School

# AGLI 1

**Standard 4:** The Living Environment

**Key Idea 1:** Living things are both similar to and different from each other and from nonliving things.

## ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Less Complex



More Complex

The student will:

- identify a living thing (92111)
- identify a non-living thing (92112)
- recognize a dependency between a living and a non-living thing (92113)
- recognize a body part associated with one of the five senses (nose, eye, ear, mouth, hand) (92114)
- identify a single-celled organism (92115)

The student will:

- identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing (92121)
- identify organs that work together in a system (92122)
- recognize that an organism is made up of cells (92123)

The student will:

- recognize a disruption in the dependent relationship between a living and a non-living thing within an ecosystem (92131)
- describe how a system of organs fulfills a certain need in humans (e.g., circulation, respiration, digestion, waste removal) (92132)
- describe the purpose and/or use of the senses (92133)
- recognize that a one-celled organism has structure(s) that fulfill certain need(s) (92134)
- identify different cells that the human body is made up of (92135)

# Assessment Tasks

# Science– High School

# AGLI 1

## Standard 4: The Living Environment

**Key Idea 1:** Living things are both similar to and different from each other and from nonliving things.

### ASSESSMENT TASKS (ATs)

Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT92111	The student will identify a living thing by indicating the living thing, as requested. (e.g., eye gazing to a model of a living thing when presented with choices; responding to a yes/no question “Is this a living thing?” for each item presented; circling only the living thing, when given images of a living thing and a non-living thing)	<ul style="list-style-type: none"> <li>DCS (multi-step) with steps describing student performance identifying a living thing from a set of choices</li> <li>Student work product showing the living thing the student circled, stamped, etc.; “yes” or “no” marked given a living thing and a non-living object</li> </ul>
AT92112	The student will identify a non-living thing by indicating the non-living thing, as requested. (e.g., placing the “non-living” word card in front of the appropriate picture or model)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being given a set of items and placing the “non-living” word card in front of a non-living objects at a science workstation</li> </ul>
AT92113	The student will recognize a dependency between a living and a non-living thing by indicating a living and a non-living thing that have a relationship. (e.g., a line drawn from a fish to water to show the relationship that fish live in water; a blue circle around a human and a blue circle around a house to show the relationship that humans live in houses; given a plant and then choices of a picture of dirt and blocks, match the dirt to the plant)	<ul style="list-style-type: none"> <li>Student work product that indicates (e.g., draws lines, circles, shows items matched together) a living and a non-living thing that have a relationship</li> <li>Digital video of the student looking at multiple items and selecting the non-living thing that the living thing needs to survive</li> </ul>
AT92114	The student will recognize the body part that is associated with one of the five senses, as requested. (e.g., given the sense of smell, select the picture of a nose; given the sense of touch and the choices of a hand or a pencil, select the hand)	<ul style="list-style-type: none"> <li>Student work product showing the sense and the specific body part the student selected for that sense</li> </ul>
AT92115	The student will identify a single-celled organism by indicating it appropriately. (e.g., select a picture or representation of an amoeba from pictures of other organisms)	<ul style="list-style-type: none"> <li>DCS (multi-step) with steps describing student performance identifying a single-celled organism via eye gaze when given a choice of amoeba, jelly fish, and algae</li> </ul>

AT92121	<p>The student will identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing. (e.g., a pond ecosystem in which fish depend on plants and insects [living things] and water and sand [non-living things])</p>	<ul style="list-style-type: none"> <li>• Student work product of a collage of pictures showing a pond ecosystem and a living thing and/or a non-living thing on which fish rely</li> </ul>
AT92122	<p>The student will identify organs that work together in a system. (e.g., labeling the major organs in a group for a given system; circling the correct group of organs when presented with different grouped organs; Examples of groups: circulation—heart, blood vessels; respiration—nose, trachea, lungs; digestion—stomach, intestine; waste removal—intestine, kidneys, bladder; etc.)</p>	<ul style="list-style-type: none"> <li>• Student work product with diagrams of body systems with pictures/labels showing major organs grouped by the specified system</li> </ul>
AT92123	<p>The student will recognize that an organism is made up of cells. (e.g., select a picture representing two or more cells that make up an organism)</p>	<ul style="list-style-type: none"> <li>• DCS (multi-trial) with trials describing student performance selecting the picture that represents an organism's cells after attending to a video or reading about cells</li> </ul>
AT92131	<p>The student will recognize a disruption in the dependent relationship between a living and a non-living thing within an ecosystem by showing cause and effect. (e.g., fire disrupting an ecosystem; effect of water pollution on marine life; reduction of large predators [wolves] results in large population of elk that over graze vegetation)</p>	<ul style="list-style-type: none"> <li>• DCS (multi-step) with steps describing student performance explaining a disruptions in the relationship between living and non-living things after a wildfire</li> <li>• Digital video of the student explaining a poster about disruptions in the relationship between a living and a non-living thing in an area where water pollution has occurred</li> <li>• Student work product in which he or she matches cause and effect of a disruption with result (e.g., chemicals kill food source in lake, then the fish die)</li> </ul>
AT92132	<p>The student will describe how a system of organs fulfills a certain need in humans. (e.g., explaining to the class, using a presentation that he or she created on the computer, how a system of organs fulfills a need in humans; writing a paragraph about a human organ system and the need that it fulfills; examples of systems: circulation—heart and blood vessels move blood through the body; respiration—nose, trachea, and lungs take in oxygen and eliminate carbon dioxide; digestion—stomach and intestines break down food and absorb nutrients from food before it is eliminated; etc.)</p>	<ul style="list-style-type: none"> <li>• DCS (multi-step) with steps describing student performance delivering to the class a presentation (in words, sign language, augmentative communication, etc.) that he or she created on the computer about the need that the respiratory system fulfills</li> </ul>
AT92133	<p>The student will describe the purpose and/or use of two or more different senses (to hear, smell, touch, taste, see) by indicating the appropriate purpose or use, when given the sense. (e.g., the purpose of the sense of sight is _____; the purpose of the sense of taste is _____)</p>	<ul style="list-style-type: none"> <li>• Student work product of the student matching senses with their particular uses</li> <li>• Sequenced, captioned, and dated photographs of the student placing a word card of the purpose of a sense by the title of the sense</li> </ul>

AT92134	The student will recognize that a one-celled organism has structure(s) that fulfill certain need(s) by indicating the structure, when given the organism and function. (e.g., amoeba—pseudopods for movement; euglena—eyespot for light detection/absorption)	<ul style="list-style-type: none"><li>• Student work product showing the organisms and functions that each fulfills, matched to the structure that fulfills that need</li></ul>
AT92135	The student will identify different cells that the human body is made up of. (e.g., indicate the appropriate cell given its picture, or the specific part of the body the cell comes from [nerve cell—brain; blood cell—veins and arteries])	<ul style="list-style-type: none"><li>• Student work product with the cells correctly labeled</li></ul>

# Standard and Essence(s) Science – High School

## Standard 4: Physical Setting/Earth Science

**Key Idea 2:** Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Science Core Curriculum	Grade Level Indicators (GLI)	Essence(s) of Indicators
Pg. 11–14	<p><b>2.1 Use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of Earth’s plates.</b></p> <p>2.1a Earth’s systems have internal and external sources of energy, both of which create heat.</p> <p>2.1b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth’s interior results in the formation of regions of different densities. These density differences result in motion.</p> <p>2.1c Weather patterns become evident when weather variables are observed, measured, and recorded. These variables include air temperature, air pressure, moisture (relative humidity and dew point), precipitation (rain, snow, hail, sleet, etc.), wind speed and direction, and cloud cover.</p> <p>2.1d Weather variables are measured using instruments such as thermometers, barometers, psychrometers, precipitation gauges, anemometers, and wind vanes.</p> <p>2.1e Weather variables are interrelated. For example:</p> <ul style="list-style-type: none"> <li>• temperature and humidity affect air pressure and probability of precipitation</li> <li>• air pressure gradient controls wind velocity</li> </ul> <p>2.1f Air temperature, dew point, cloud formation, and precipitation are affected by the expansion and contraction of air due to vertical atmospheric movement.</p> <p>2.1g Weather variables can be represented in a variety of formats including radar and satellite images, weather maps (including station models, isobars, and fronts), atmospheric cross-sections, and computer models.</p> <p>2.1h Atmospheric moisture, temperature and pressure distributions; jet streams, wind; air masses and frontal boundaries; and the movement of cyclonic systems and associated tornadoes, thunderstorms, and hurricanes occur in observable patterns. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</p> <p>2.1i Seasonal changes can be explained using concepts of density and heat energy. These changes include the shifting of global temperature zones, the shifting of planetary wind and ocean current patterns, the occurrence of monsoons, hurricanes, flooding, and severe weather.</p> <p>2.1j Properties of Earth’s internal structure (crust, mantle, inner core, and outer core) can be inferred from the analysis of the behavior of seismic waves (including velocity and refraction).</p> <ul style="list-style-type: none"> <li>• Analysis of seismic waves allows the determination of the location of earthquake epicenters, and the measurement of earthquake magnitude; this analysis leads to the inference that Earth’s interior is composed of layers that differ in composition and states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that the Earth’s external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth’s internal heat determines the motion within layers of Earth.</li> <li>• Understand how internal forces create landforms that can be broken down by weathering and erosion</li> <li>• Understand how weather and climate are affected by solar radiation, ocean currents, and land masses</li> </ul>

	<p>2.1k The outward transfer of Earth's internal heat drives convective circulation in the mantle that moves the lithospheric plates comprising Earth's surface.</p> <p>2.1l The lithosphere consists of separate plates that ride on the more fluid asthenosphere and move slowly in relationship to one another, creating convergent, divergent, and transform plate boundaries. These motions indicate Earth is a dynamic geologic system.</p> <ul style="list-style-type: none"> <li>• These plate boundaries are the sites of most earthquakes, volcanoes and young mountain ranges.</li> <li>• Compared to continental crust, ocean crust is thinner and denser. New ocean crust continues to form at mid-ocean ridges.</li> <li>• Earthquakes and volcanoes present geologic hazards to humans. Loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</li> </ul> <p>2.1m Many processes of the rock cycle are consequences of plate dynamics. These include the production of magma (and subsequent igneous rock formation and contact metamorphism) at both subduction and rifting regions, regional metamorphism within subduction zones, and the creation of major depositional basins through down-warping of the crust.</p> <p>2.1n Many of Earth's surface features such as mid-ocean ridges/rifts, trenches/subduction zones/island arcs, mountain ranges (folded, faulted and volcanic), hot spots, and the magnetic and age patterns in surface bedrock are a consequence of forces associated with plate motion and interaction.</p> <p>2.1o Plate motions have resulted in global changes in geography, climate, and the patterns of organic evolution.</p> <p>2.1p Landforms are the result of the interaction of tectonic forces and the processes of weathering, erosion, and deposition.</p> <p>2.1q Topographic maps represent landforms through the use of contour lines that are isolines connecting points of equal elevation. Gradients and profiles can be determined from changes in elevation over a given distance.</p> <p>2.1r Climate variations, structure and characteristics of bedrock influence the development of landscape features including mountains, plateaus, plains, valleys, ridges, escarpments, and stream drainage patterns.</p> <p>2.1s Weathering is the physical and chemical breakdown of rocks at or near Earth's surface. Soils are the result of weathering and biological activity over long periods of time.</p> <p>2.1t Natural agents of erosion, generally driven by gravity, remove, transport, and deposit weathered rock particles. Each agent of erosion produces distinctive changes in the material that it transports and creates characteristic surface features and landscapes. In certain erosional situations, loss of property, personal injury, and loss of life can be reduced by effective emergency preparedness.</p> <p>2.1u The natural agents of erosion include:</p> <ul style="list-style-type: none"> <li>• <i>Streams (running water)</i>: Gradient, discharge, and channel shape influence a stream's velocity and the erosion and deposition of sediments. Sediments transported by streams tend to become rounded as a result of abrasion. Stream features include V-shaped valleys, deltas, flood plains, and meanders. A watershed is the area drained by a stream and its tributaries.</li> <li>• <i>Glaciers (moving ice)</i>: Glacial erosional processes include the formation of U-shaped valleys, parallel scratches, and grooves in bedrock. Glacial features include moraines, drumlins, kettle lakes, finger lakes, and outwash plains.</li> <li>• <i>Wave Action</i>: Erosion and deposition cause changes in shoreline features, including beaches, sandbars, and barrier islands. Wave action rounds sediments as a result of abrasion. Waves approaching a shoreline move sand parallel to the shore within the zone of the breaking waves.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>Wind</i>: Erosion of sediments by wind is most common in arid climates and along shorelines. Wind-generated features include dunes and sand-blasted bedrock.</li> <li>• <i>Mass Movement</i>: Earth materials move down slope under the influence of gravity.</li> </ul> <p>2.1v Patterns of deposition result from a loss of energy within the transporting system and are influenced by the size, shape, and density of the transported particles. Sediment deposits may be sorted or unsorted.</p> <p>2.1w Sediments of inorganic and organic origin often accumulate in depositional environments. Sedimentary rocks form when sediments are compacted and/or cemented after burial or as the result of chemical precipitation from seawater.</p> <p><b>2.2 Explain how incoming solar radiation, ocean currents, and land masses affect weather and climate.</b></p> <p>2.2a Insolation (solar radiation) heats Earth's surface and atmosphere unequally due to variations in:</p> <ul style="list-style-type: none"> <li>• the intensity caused by differences in atmospheric transparency and angle of incidence which vary with time of day, latitude and season</li> <li>• characteristics of the materials absorbing the energy such as color, texture, transparency, state of matter, and specific heat,</li> <li>• duration, which varies with seasons and latitude.</li> </ul> <p>2.2b The transfer of heat energy within the atmosphere, the hydrosphere, and Earth's surface occurs as the result of radiation, convection, and conduction.</p> <ul style="list-style-type: none"> <li>• Heating of Earth's surface and atmosphere by the Sun drives convection within the atmosphere and oceans, producing winds and ocean currents.</li> </ul> <p>2.2c A location's climate is influenced by latitude, proximity to large bodies of water, ocean currents, prevailing winds, vegetative cover, elevation, and mountain ranges.</p> <p>2.2d Temperature and precipitation patterns are altered by:</p> <ul style="list-style-type: none"> <li>• natural events such as El Nino and volcanic eruptions</li> <li>• human influences including deforestation, urbanization, and the production of greenhouse gases such as carbon dioxide and methane.</li> </ul>
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# Alternate Grade Level Indicators (AGLIs)

# Science – High School

# AGLI 2

**Standard 4:** Physical Setting/Earth Science

**Key Idea 2:** Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

## ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Less Complex



More Complex

The student will:

- recognize that it feels warmer in the sunshine than in the shade (93111)
- identify weather conditions (93112)
- recognize that land is removed by erosion (93113)
- recognize a mountain and a valley (93114)

The student will:

- identify the Sun as an external source of heat (93121)
- associate the visible presence or absence of the Sun with certain weather (93122)
- associate change in the amount of heat in the atmosphere with a change in season (93123)
- identify an appropriate tool for measuring a weather condition (93124)
- identify that weathering and/or erosion break down the land (93125)
- identify a force within Earth that causes land to be folded into a mountain and/or a valley (93126)

The student will:

- describe the relationship between the positions of the Sun and Earth and certain weather conditions (93131)
- use a tool to measure a weather condition (93132)
- describe the relationship between differences in heating and weather (93133)
- describe the relationship between differences in heating and climate (93134)
- recognize that Earth has internal heat (93135)
- recognize that Earth's internal heat drives the motion of material inside Earth (convection currents) (93136)

# Assessment Tasks

# Science – High School

# AGLI 2

**Standard 4:** Physical Setting/Earth Science

**Key Idea 2:** Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

**ASSESSMENT TASKS (ATs)**

Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT93111	The student will recognize that it feels warmer in the sunshine than in the shade. (e.g., selecting or indicating an area with sunshine when asked “which is a warmer place?”)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student feeling warmer parts of the room touched by sunlight and cooler parts of the room not touched by sunlight, and then going back to the part of the room that is warmest</li> </ul>
AT93112A	The student will identify two or more weather conditions. (e.g., use a simple calendar or chart and attach or glue weather pictures [e.g., sunny and cold, rainy and cold, sunny and warm, sunny in the morning and rainy in the afternoon, cold in the morning and warm in the afternoon, etc.] for each day over a period of one week or one month)	<ul style="list-style-type: none"> <li>Student work product of the daily weather conditions recorded by the student</li> </ul> <p>Note: Two charts must be submitted, one chart to represent the baseline and a different chart to represent the final. Two dates on DSS cannot come from a single chart.</p>
AT93112B	The student will identify two or more weather conditions by labeling pictures of weather conditions. (e.g., picture shows temperature of 70 degrees and rain, label it as rainy and warm; picture shows temperature of 10 degrees and snow, label it as snowy and cold; student labels a picture of rain and labels a picture of sunny)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student labeling pictures of various weather conditions on a diagram</li> <li>Student work product showing various weather pictures and the labels that the student provided</li> </ul>
AT93113	The student will recognize that land is removed by erosion. (e.g., participate in a demonstration of an erosion technique(s) [fan blowing sand off a surface, water being poured onto a pile of sand])	<ul style="list-style-type: none"> <li>Student work product of a labeled diagram showing the effects of erosion or where it occurred</li> <li>Digital video of the student participating in a demonstration of an erosion technique(s)</li> <li>DCS (multi-step) with steps describing student performance participating in a demonstration of an erosion technique</li> </ul>
AT93114	The student will recognize a mountain and a valley formation. (e.g., using dirt or sand to make a model of a mountain and a valley; labeling images of a mountain and a valley; responding to simple yes/no questions about a mountain and a valley)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student making a mountain and a valley out of sand or dirt</li> <li>Student work product showing a mountain picture and a valley picture and the labels that the student provided</li> </ul>

AT93121	The student will identify the Sun as an external source of heat. (e.g., presented with a simple chart of temperatures recorded in the shade vs. in the sunshine on the same day, answer the question, “Why is it warmer here?”)	<ul style="list-style-type: none"> <li>Student work product of a chart with differing temperatures and a picture of the Sun stamped on warmer temperatures</li> </ul>
AT93122	The student will associate the presence or absence of the Sun with certain weather. (e.g., identify possible weather, based on the position of the Sun in relation to Earth)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being given pictures of the Sun’s position in relation to Earth and identifying possible types of weather in different locations around Earth</li> </ul>
AT93123	The student will associate a change in the amount of heat in the atmosphere with a change in season. (e.g., match change in heat in the atmosphere with the season most generally associated with the temperature)	<ul style="list-style-type: none"> <li>Student work product of a chart with the change in amount of heat in the atmosphere and the appropriate season usually associated with it</li> </ul>
AT93124	The student will identify a tool for measuring a weather condition by matching a weather condition with the appropriate tool. (e.g., When asked “what does an anemometer measure?”, the student responds wind speed; “what does a rain gauge measure?”, the student responds amount of rainfall)	<ul style="list-style-type: none"> <li>DCS (multi-step) with steps describing student performance matching a tool with the weather condition that it measures, with the tool(s) identified/noted</li> </ul>
AT93125	The student will identify what weathering and/or erosion does to land. (e.g., after reading/listening to a text or watching a video about weathering and/or erosion, answer a question about the breaking down of land caused by weathering and/or erosion)	<ul style="list-style-type: none"> <li>Student work product of comprehension questions regarding weathering and/or erosion and the change(s) to land that were caused</li> </ul>
AT93126	The student will identify a force within Earth that causes land to be folded into a mountain and/or a valley. (e.g., indicate, by labeling, the specific force involved in folding land into a mountain and/or valley [plate tectonics])	<ul style="list-style-type: none"> <li>Student work product with the force that the student indicated when asked about what caused land to be folded into a mountain and/or a valley</li> </ul>
AT93131	The student will describe the relationship between Earth’s position relative to the Sun and different weather changes. (e.g., answer a question about weather conditions in the Northern Hemisphere: “in the Northern Hemisphere, January is colder than June.”—“How is Earth tilted in relationship to the Sun?”—the student indicates Earth is tilted away from the Sun, less heat is absorbed, there are colder temperatures) Note: Seasons are not the same as weather conditions.	<ul style="list-style-type: none"> <li>Student work product of student-answered questions about a given weather condition and Earth’s position in relationship to the Sun</li> </ul>

Assessment Tasks

AT93132	The student will use a tool to measure a weather condition by demonstrating the appropriate use of a tool.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using a tool to measure a weather condition</li> <li>DCS (multi-step) with steps describing student performance using a tool to measure a weather condition, indicating the tool used for each date</li> </ul>
AT93133	The student will describe the relationship between differences in heating and weather. (e.g., given a picture of a thermometer showing a high temperature, ask the student what kind of weather might happen and how it will feel; given a picture of a thermometer showing a low temperature, ask the student what may happen to the weather)	<ul style="list-style-type: none"> <li>Student work product of a flow chart labeled by the student or a paragraph written or created or questions answered indicating the relationship between the amount of heat received in an area and the weather in the area</li> </ul>
AT93134	The student will describe the relationship between differences in heating and climate. (e.g., create a graphic representation showing a variety of climates and indicating the relationship between changes in heating for each)	<ul style="list-style-type: none"> <li>Student work product showing different climates and the relationship between difference in heating's effects on those climates</li> </ul>
AT93135	The student will recognize that Earth has an internal heat source. (e.g., eye gaze to or mark Earth's internal region on a diagram, when asked "Where is Earth's heat source?" or "Where is the hottest part of Earth?")	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to a text about the structure of Earth and pointing or eye gazing to the inner parts of Earth, when asked about heat source</li> </ul>
AT93136	The student will recognize Earth's convection currents. (e.g., answer question(s) or complete a diagram about the Earth's convection currents)	<ul style="list-style-type: none"> <li>Student work product of the question(s) or the completed diagram about Earth's convection currents</li> </ul>

# **Social Studies NYSAA Frameworks**

## **High School**

**2015–16**

**New York State Alternate Assessment  
for Science and Social Studies**

# Social Studies— High School

## Standard and Essence(s)

**Standard 1: US and NY History**

**Unit 2: Constitutional Foundations**

Science Core Curriculum	Grade Level Indicators (GLI)	Essence(s) of Indicators
Pg. 127	<p><b>I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY</b></p> <p>E. Basic constitutional principles</p> <ul style="list-style-type: none"> <li>(1) national power—limits and potentials</li> <li>(2) federalism—balance between nation and state</li> <li>(3) the judiciary—interpreter of the Constitution or shaper of public policy</li> <li>(4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual</li> <li>(5) criminal procedures—the balance between the rights of the accused and protection of the community and victims</li> <li>(6) equality—its historic and present meaning as a constitutional value</li> <li>(7) the rights of women under the Constitution</li> <li>(8) the rights of ethnic and racial groups under the Constitution</li> <li>(9) Presidential power in wartime and in foreign affairs</li> <li>(10) the separation of powers and the capacity to govern</li> <li>(11) avenues of representation</li> <li>(12) property rights and economic policy</li> <li>(13) constitutional change and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why all nations have established organized governments</li> <li>• Understand how the United States organized its government under a written constitution</li> <li>• Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution</li> <li>• Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights</li> <li>• Explore the powers of the three branches of the federal and state governments</li> <li>• Discuss the importance of elections to the democratic process in the United States at the federal and state levels</li> </ul>

# Alternate Grade Level Indicators (AGLIs)

# Social Studies – High School

# AGLI 1

**Standard 1:** US and NY History

**Unit 2:** Constitutional Foundations

## ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*

**Less Complex**



**More Complex**

The student will:

- recognize at least one classroom rule (91111)
- recognize an example of a governmental law (91112)
- identify the importance of obeying classroom rules and/or governmental laws (91113)
- recognize at least one purpose of government (91114)
- recognize at least one right guaranteed to citizens (91115)

The student will:

- identify a reason people create government (91121)
- identify who is eligible to vote (91122)
- identify at least two rights of citizens guaranteed by the Bill of Rights (91123)
- identify the development of the United States Constitution, using simple timelines (91124)
- identify the three branches of government (91125)
- identify the individual purposes of judicial, legislative, and/or executive branches (91126)
- explore his or her rights as a citizen (91127)

The student will:

- explain why people create governments (91131)
- explain why voting is an essential part of a democracy (91132)
- compare the responsibilities of New York State government and the responsibilities of the United States government (91133)
- compare the responsibilities of the executive, legislative, and/or judicial branches of government (91134)
- explain the importance of the Bill of Rights in protecting individual rights (91135)
- explain how to protect and secure his or her rights as citizens (91136)

<b>Assessment Tasks</b>		<b>Social Studies — High School</b>	<b>AGLI 1</b>
<b>Standard 1: US and NY History</b>			
<b>Unit 2: Constitutional Foundations</b>			
<b>ASSESSMENT TASKS (ATs)</b>			
Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment			
<b>AT Alignment to AGLI</b>	<b>Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>	
AT91111	The student will recognize at least one classroom rule. (e.g., indicate a classroom rule, as requested; select a symbol or icon representing a rule from a group of symbols or icons; sort rules into two categories: classroom and non-classroom rules; respond to a yes/no question about a classroom rule)	<ul style="list-style-type: none"> <li>• Student work product including correct and incorrect choices, with the rule symbol or icon the student chose marked, or sorted on a T-chart with a classroom rule on one side and a non-classroom rule on the other side</li> <li>• DCS (time-segment) of student performance selecting (pointing, eye gazing, etc.) a classroom rule from a set of choices</li> </ul>	
AT91112	The student will recognize an example of a governmental law. (e.g., select a symbol that represents the law from a group of governmental law and non-law choices; respond to simple yes/no questions about an example of a governmental law)	<ul style="list-style-type: none"> <li>• Student work product of a law symbol that the student selected and glued to a worksheet about governmental law</li> <li>• DCS (multi-step) with steps describing student performance indicating (e.g., pointing, eye gazing, etc.) an example of a governmental law, including information on the law, that was recognized by the student</li> </ul>	
AT91113A	The student will identify the importance of classroom rules. (e.g., match a picture or photograph of an appropriate classroom behavior to its purpose)	<ul style="list-style-type: none"> <li>• Student work product that contains a set of rules and icons of appropriate behaviors matched with their purposes</li> </ul>	
AT91113B	The student will identify the importance of governmental laws. (e.g., match a picture or photograph representing a governmental law to the reason why the law is important)	<ul style="list-style-type: none"> <li>• Student work product that contains a list of purposes of governmental laws with the appropriate matching picture or photographic representation</li> </ul>	
AT91114	The student will recognize at least one purpose of government. (e.g., given a set of choices, indicate a purpose of government, as requested [education, military, safety, infrastructure, legal]; compare the purposes of federal, state, county, and/or town governments)	<ul style="list-style-type: none"> <li>• Student work product containing pictures of a court and a judge to represent one purpose of government</li> <li>• Student work product showing purposes of federal and state governments</li> </ul>	

AT91115A	The student will recognize the right to vote by participating in a classroom voting activity. (e.g., voting on a field trip, party, lunch period activity; mock election for public office)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student demonstrating a citizen's right to vote by participating in a classroom voting activity</li> <li>DCS (multi-step) with steps describing student performance checking in to a voting place, completing a ballot, submitting a ballot</li> </ul>
AT91115B	The student will recognize one right guaranteed to citizens. (e.g., select the appropriate picture, symbol, phrase, etc. when given a set of choices that include rights as a citizen and non-rights)	<ul style="list-style-type: none"> <li>Student work product that contains one right guaranteed to citizens matched to its corresponding picture, symbol, phrase, etc. from a set of at least two pictures</li> </ul>
AT91121	The student will identify a reason why people create government (e.g., federal and state; state and county). (e.g., create or complete a graphic organizer, list, or story web to indicate a reason for creating a government [funding schools, making laws, protecting citizens])	<ul style="list-style-type: none"> <li>Student work product that contains reason(s) why people create a federal government and a state government</li> </ul>
AT91122	The student will identify who is eligible to vote. (e.g., "Who can vote for President?"—only boys, citizens of the United States, sixteen-year olds; classroom election; student council election)	<ul style="list-style-type: none"> <li>DCS (multi-step) with steps describing student performance answering "Wh-" questions regarding voter eligibility</li> <li>Student work product including questions, choices, and the answers that the student chose about who is eligible to vote</li> </ul>
AT91123	The student will identify two or more rights he or she has that are guaranteed by the Bill of Rights. (e.g., select sentence strips or pictures that describe or illustrate two or more rights; freedom of speech, freedom of religion)	<ul style="list-style-type: none"> <li>Student work product of sentence strips or pictures pasted to a worksheet on the Bill of Rights</li> </ul>
AT91124	The student will identify the development of the United States Constitution. (e.g., complete a simple time line; complete a graphic organizer)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student working with a color-coded or picture time line of Constitution development on a classroom wall chart</li> </ul>
AT91125	The student will identify the executive, legislative, and judicial branches of government. (e.g., create or complete a graphic organizer with the names of the branches and/or symbols to represent each branch; indicate the three branches, when asked, "What are the three branches of government?")	<ul style="list-style-type: none"> <li>Student work product of a graphic organizer with cut-and-pasted names and/or symbols representing the three branches of government</li> </ul>
AT91126A	The student will identify two or more purposes of either the judicial, legislative, and/or executive branches of government. (e.g., legislative—passing laws and declaring war; executive—implementing laws and enforcing laws)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student being given a branch of government, reviewing the branch given and the purpose choices, then matching the branch to two or more of its purposes</li> <li>Student work product of a graphic organizer with the branch of government listed with two or more purposes under the branch</li> </ul>

AT91126B	The student will identify the purposes of the judicial branch by creating a list that describes purposes of courts of law. (e.g., to settle disputes [civil courts] and to determine the guilt or innocence of the accused [criminal courts])	<ul style="list-style-type: none"> <li>• Student work product of a graphic organizer displaying purposes of courts of law</li> <li>• Student work product showing the judicial branch with purposes highlighted from among a selection of five choices, including distractors</li> </ul>
AT91127	The student will explore his or her rights as a citizen. (e.g., create a list of citizen rights and/or present a list of citizen rights to the class)	<ul style="list-style-type: none"> <li>• DCS (multi-step) with steps describing student performance sharing a list of citizen rights with the class or group</li> <li>• Student work product of a list that the student created that shows two or more citizen rights</li> <li>• DCS (multi-step) with steps describing student performance identifying perceived rights vs. citizen's rights</li> </ul>
AT91131	The student will explain why people create governments. (e.g., create a presentation to explain a reason why the Founding Fathers created a new government; write a short essay)	<ul style="list-style-type: none"> <li>• Student work product listing reasons why the Founding Fathers created a new government</li> </ul>
AT91132	The student will explain why voting is an essential part of a democracy, in a written or created paragraph on voting. (e.g., create a paragraph or essay that explains that it is important for every citizen to have a say in his or her government)	<ul style="list-style-type: none"> <li>• Student work product that contains a paragraph that explains the importance of voting in a democracy, using a word bank, sentence strips, augmentative device or computer</li> </ul>
AT91133	The student will compare the responsibilities of the New York State government with the responsibilities of the United States government. (e.g., creating or completing a list or graphic organizer showing comparisons related to protection: state responsibilities include police protection and firefighting, compared to federal responsibilities, which include the FBI agency and the military)	<ul style="list-style-type: none"> <li>• Student work product that contains a list or graphic organizer that compares the New York State government's and United States government's responsibilities</li> </ul>
AT91134	The student will compare the responsibilities of the executive, legislative, and/or judicial branches of government. (e.g., create a chart with the checks and balances comparing at least two of the branches of government)	<ul style="list-style-type: none"> <li>• Sequenced, captioned, and dated photographs of the student creating a checks-and-balances chart that compares the responsibilities of at least two of the branches of government</li> <li>• Student work product of a chart filled in with checks and balances for at least two of the branches of government</li> </ul>
AT91135	The student will explain the importance of the Bill of Rights. (e.g., develop a list or paragraph, or complete a graphic organizer, that describes how the Bill of Rights protects an individual citizen's rights)	<ul style="list-style-type: none"> <li>• Student work product that contains a list or graphic organizer that describes how the Bill of Rights guarantees an individual citizen's rights</li> </ul>

<p>AT91136</p>	<p>The student will explain how to protect and secure his or her rights as a citizen. (e.g., role play a situation that shows how citizens can exercise their rights)</p>	<ul style="list-style-type: none"> <li>• DCS (multi-step) with steps describing student demonstrating different role-playing situations that show how citizens can exercise their rights</li> <li>• Student work product that contains pictures that the student has selected to indicate ways to protect and secure his or her rights as a citizen</li> </ul>
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# Standard and Essence(s)

# Social Studies— High School

## Standard 2: World History

### Unit 8: Global Connections and Interactions

Science Core Curriculum	Grade Level Indicators (GLI)	Essence(s) of Indicators
Pg. 118-119	<p>A. Social and political patterns and change</p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Population pressures and poverty (China, India, Africa, and Latin America)               <ol style="list-style-type: none"> <li>a. One-child policy—China</li> <li>b. Family planning—India</li> <li>c. Mother Theresa</li> <li>d. Cycles of poverty and disease</li> </ol> </li> <li>3. Migration               <ol style="list-style-type: none"> <li>a. Urbanization</li> <li>b. Global migration</li> </ol> </li> </ol> <p>*Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p> <ol style="list-style-type: none"> <li>4. Modernization/tradition—finding a balance               <ol style="list-style-type: none"> <li>a. Japan</li> <li>b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria)</li> <li>c. Africa</li> <li>d. Latin America</li> </ol> </li> <li>5. Scientific and technological advances               <ol style="list-style-type: none"> <li>a. Treatment of infectious diseases</li> <li>b. Improved standard of living</li> </ol> </li> <li>6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America)</li> <li>7. Status of women and children               <ol style="list-style-type: none"> <li>a. Economic issues, e.g., child labor</li> </ol> </li> <li>b. Social issues, e.g., abuse and access to education</li> <li>c. Political issues, e.g., participation in the political process               <ol style="list-style-type: none"> <li>8. Ethnic and religious tensions: an analysis of multiple perspectives                   <ol style="list-style-type: none"> <li>a. Northern Ireland</li> <li>b. Balkans: Serbs, Croats, and Muslims</li> <li>c. Sikhs and Tamils</li> <li>d. Indonesian Christians</li> <li>e. China—Tibet</li> <li>f. Indonesia—East Timor</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Identify the location of continents</li> <li>• Locate countries in Asia, Africa, and Latin America</li> <li>• Explore world population trends (where the trends occur, problems, etc.)</li> <li>• Identify industrialized and developing nations</li> <li>• Discuss how ways of life differ between industrialized and developing nations</li> <li>• Recognize efforts to improve standards of living in 21st century developing and overpopulated nations</li> <li>• Understand the political, social, and economic causes of migration within and between selected nations</li> </ul>

# Alternate Grade Level Indicators (AGLIs)

# Social Studies – High School

# AGLI 2

**Standard 2:** World History

**Unit 8:** Global Connections and Interactions

## ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*

**Less Complex**



**More Complex**

The student will:

- locate one country, other than the United States, on a map (92111)
- recognize rural life in regions outside the United States; e.g., an African village, a Chinese farm, etc. (92112)
- recognize that some countries are overpopulated (92113)
- identify one issue related to migration (92114)
- explore the lifestyle of people living in foreign country(ies); e.g., Mexico, Russia, China, etc. (92115)

The student will:

- locate two continents or countries, other than North America and the United States, on a map or globe (92121)
- differentiate between continents and/or countries (92122)
- identify the locations of cities outside the United States, on a map or globe (92123)
- determine the populations of two or more major cities in and/or outside of the United States (92124)
- identify problems created by migrations (92125)
- examine how ways of life differ in rural and urban areas in a country other than the United States (92126)

The student will:

- explain the differences between a developing and a developed country (92131)
- identify a developed country and/or a developing country (92132)
- explore how migration may create economic, social, and political problems between countries (92133)
- investigate how developing countries are using advances in science and technology to address problems created by overpopulation (92134)

# Assessment Tasks

# Social Studies — High School

# AGLI 2

**Standard 2: World History**
**Unit 8: Global Connections and Interactions**
**ASSESSMENT TASKS (ATs)**

Assessment tasks are organized from less complex to more complex in accordance with AGLI ordering. Tasks must be used as written, cannot be modified, and no original tasks can be used for assessment

AT Alignment to AGLI	Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
AT92111	<p>The student will locate a country, other than the United States, on a map or globe by indicating a foreign country.</p> <p>(e.g., place a sticker on Ireland on a classroom wall map; circle India on a map; pointing to Japan on a globe)</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student looking at a map or globe, being given or indicating a country other than the United States to find, then locating that country on a map or globe and indicating it (by pointing to, eye gazing to, circling, marking with a sticker, etc.)</li> </ul>
AT92112	<p>The student will recognize rural life outside of the United States.</p> <p>(e.g., select a picture or representation of rural life from a country outside of the United States; an African village, a Chinese farm, an Irish sheep farm)</p>	<ul style="list-style-type: none"> <li>Student work product showing a picture selected from a group of choices</li> <li>DCS (multi-step) with steps describing student performance selecting a photograph or picture that depicts rural life in two or more regions outside of the United States</li> </ul>
AT92113	<p>The student will recognize that some countries are overpopulated.</p> <p>(e.g., answer a question about overpopulation, after attending to a text or video about life in that country; for example, China, India, Bangladesh)</p>	<ul style="list-style-type: none"> <li>DCS (time-segment) documenting student performance attending to a story or photographs about life in an overpopulated country, and then answering a question about overpopulation in that country</li> </ul>
AT92114A	<p>The student will identify one issue related to migration.</p> <p>(e.g., select word, picture, or symbol to represent an issue related to migration; sort migration-related issues, based on whether the item was an issue for the country people migrated from or migrated to)</p>	<ul style="list-style-type: none"> <li>Student work product that contains selected sentences that answer a specific question posed about migration-related issues</li> </ul>
AT92114B	<p>The student will answer a migration-related question.</p> <p>(e.g., Why did the migration occur? Where did the migration occur? What were challenges faced by the people who migrated?)</p>	<ul style="list-style-type: none"> <li>Student work product of an immigrant group and the reason(s) that they migrated</li> </ul>
AT92115A	<p>The student will explore the lifestyle of a foreign country.</p> <p>(e.g., taste a food, look at a clothing style [photograph or actual example]; listen to language, dialect, or music from a country other than the United States)</p>	<ul style="list-style-type: none"> <li>Student work product with a graphic organizer of foreign foods or foreign clothing styles during Cultures Month</li> <li>DCS (time-segment) documenting student performance listening to common phrases from a foreign country</li> </ul>

AT92115B	The student will explore the lifestyle of people living in other countries by looking at different photographs of jobs done in foreign countries and then indicating which job(s) interest him or her the most.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student looking at a series of photographs of jobs done in foreign countries and then indicating which job(s) interest him or her the most</li> </ul>
AT92115C	The student will explore the lifestyle of a foreign country by responding to simple “wh-” questions or providing details about the lifestyle in that country.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student listening to a story and responding to “wh-” questions or statements about it on a worksheet</li> <li>Student work product of “wh-” questions or statements and the answers the student provided</li> </ul>
AT92121	The student will locate on a map or globe two continents other than North America, or two countries other than the United States. (e.g., indicate two countries other than the US on a map; indicate two continents other than North America on a globe) Note: Do not label the countries or continents.	<ul style="list-style-type: none"> <li>DCS (multi-step or multi-trial) with steps or trials describing student performance indicating on a map or globe two continents or countries other than North America and the United States</li> </ul>
AT92122	The student will differentiate between continents and/or countries that are shown on a map or globe. (e.g., directions: mark two countries on this map with a “country” sticker and mark two continents with a “continent” sticker; directions: label each of the continents on the globe with its appropriate name; directions: state the names of each of the countries that I point to on the map)	<ul style="list-style-type: none"> <li>Student work product of a map with a country labeled with a country sticker and a continent with a continent sticker</li> <li>Student work product with the continent(s) labeled by the student with their correct name(s)</li> </ul>
AT92123	The student will identify the location of a major world city that is outside of the United States on a map or globe by indicating the location of the city. (e.g., place a miniature model representing Paris on a world map; an Eiffel Tower on Paris, Big Ben on London, Colosseum on Rome, or Canals on Venice; point to two different cities on a globe; place a sticker on Berlin) Note: Do not label the city(ies) on the map or globe.	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student placing a miniature model or a picture representing a city on a world map</li> <li>Student work product of a map with a symbol affixed over the city that it represents</li> </ul>
AT92124	The student will determine the populations of two or more major cities, one of which is located outside of the United States (e.g., looking up the population information of two or more countries (one of which is outside of the United States) in an atlas, encyclopedia, on the Internet, or other resource)	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student using a resource to determine the populations of New York City and Paris.</li> <li>Student work product of two or more cities with populations and a list of resources used by the student</li> </ul>

AT92125	<p>The student will identify a problem created by migration. (e.g., problems: crime, urban poverty, religious/ethnic conflict, forms of discrimination, etc.; given a specific country, write or select sentence strips that indicate problems caused by migration; answer a question or respond to a statement about a problem caused by migrations to a country(s))</p>	<ul style="list-style-type: none"> <li>• Student work product of a pasted sentence strips that identify problems created by migrations to a specific country</li> </ul>
AT92126	<p>The student will examine how ways of life differ in foreign rural and urban areas. (e.g., complete a list or graphic organizer regarding lifestyle differences or create a collage of pictures showing lifestyle differences) (e.g., possible topics: types of jobs, housing, clothing, schools, transportation)</p>	<ul style="list-style-type: none"> <li>• Student work product of lists, graphic organizers, or collages that indicate lifestyle differences related to jobs in rural and urban areas of China</li> </ul>
AT92131	<p>The student will explain a difference between a developing and a developed country. (e.g., create a list or paragraph or complete a graphic organizer explaining a difference)</p>	<ul style="list-style-type: none"> <li>• Student work product of a T-chart that shows descriptions of what a developing and a developed country are like</li> </ul>
AT92132	<p>The student will identify a developing and/or a developed country by locating the country(ies) on a world map or globe.</p>	<ul style="list-style-type: none"> <li>• DCS (multi-step) with steps describing student performance indicating a set of developing and/or developed countries, by locating each on a world map or globe, as requested</li> <li>• Student work product of a map with sticker(s) placed by the student, indicating developed and/or developing country(ies)</li> </ul>
AT92133	<p>The student will explore social, economic, and political problems between countries created by migration. (e.g., write or create a paragraph or presentation comparing social, economic, and political problems because of migration from Mexico to the United States)</p>	<ul style="list-style-type: none"> <li>• Student work product of a paragraph or presentation that the student developed, identifying problems with migration between England and the United States Note: Submitting a rubric used to score the paragraph or presentation may not demonstrate alignment to this task. The recommendation would be to include a copy of the paragraph or slide presentation.</li> </ul>
AT92134	<p>The student will indicate how developing nations are using advances in science and technology to address problems created by overpopulation. (e.g., create a paragraph about the advances made by Green Revolution in Asia and Africa; answer questions about a water desalination project in Africa; create a presentation, using assistive technology, about the genetic engineering of plants in an overpopulated country)</p>	<ul style="list-style-type: none"> <li>• Student work product of a paragraph or presentation about how developing nations are using advances in science and technology to address problems created by overpopulation</li> </ul>