

# ASIA SOCIETY'S GRADUATION PORTFOLIO SYSTEM

## *History and Social Studies*



Partnership for  
Global Learning

## History and Social Studies Rationale

In and outside of the United States, there is an acknowledged need for a more globalized social studies course appropriate to the 21st century. Yet, given the importance of history as a subject in most national curricula for secondary studies, there are almost as many proposals for global studies as there are nations around the world.

History and Social Studies teachers in the Asia Society's International Studies Schools Network (ISSN) met in 2008–2009 to explore this issue. We agreed that any solution would have to be informed by a broader sense of history, and that it would need to be a much more practical effort, directly tied to the well-being of our students and the economies they inhabit. As a result, we imagine graduates who can investigate the world socially, using a range of methods from the social studies.

The History and Social Studies Framework for a global approach to the social studies does not offer a new set of content standards regarding the things students must know about the world. Instead, we began by indexing the ways in which students approach the world, socially and collaboratively,<sup>1</sup> and asked how this approach develops as the student's sense of that world becomes broader.<sup>2</sup> As a result, the ISSN Framework allows us to chart the unique ways in which individual students develop a more global perspective, and the particular strengths students acquire.

Seen through the Framework, our challenge as History and Social Studies educators is not merely to empower our students to improve upon the human condition once they leave our classrooms, but to empower our students to revitalize the educational experiences we design for them before they leave. To do this, they must engage the process of history where they are, and we must learn to share in learning about our world with them.

This Framework does not replace required curricula or scope and sequences. Instead, we mean to encourage students and teachers to rethink their learning experiences about the world socially, in an increasingly collaborative and global context. As they do, students and their teachers will be able to identify those competencies with which a student best or most ably comprehends the world. Yet the ISSN framework is not a rubric for attaining a global perspective. Global competence is not a singular developmental achievement of the ability to "integrate" vast amounts of information in order to "take action." Rather it is an expression of each student's unique capacity to use some or all of these competencies in a way that allows them to understand the world better.

Taking up the four competencies (described in the performance outcomes) in the context of an individual student's development, we hope to shift the focus of our students' learning experiences from being subject to their lessons, to becoming the agent of their own education. This will empower them to participate in the institutions of socialization and formal education that have traditionally been understood as the primary function of civics or social education. Participation, backed by capacity, will allow them to react to, or even shape, their ever-changing world.

1. Robert C. Hanvey, "An Attainable Global Perspective," *Theory into Practice*, Vol. 21, No. 3, Global Education (Summer 1982): pp. 162–167.

2. See also: Jean Piaget, *The Construction of Reality in the Child* (1954); Lawrence Kohlberg, *Philosophy of Moral Development* (1981) and *Psychology of Moral Development* (1984); Carol Gilligan, *In a Different Voice: Psychological Theory and Women's Development* (1982); Benjamin Bloom, *Taxonomy of Educational Objectives* (1956); Eleanor Duckworth, *The Reality to Which Each Belongs* (2005); and James Banks et. al., *Principles and Concepts for Educating Citizens in a Global Age* (2005).



The goal of history and social studies courses in a globally-focused school is to develop students who can investigate and act in the world socially, using distinct and disciplined methods from history *and* the various social sciences (including, but not limited to anthropology, civics, cultural studies, economics, geography, political science, psychology, and sociology).

### Investigate the World

Students situate and analyze social questions in the world beyond their own immediate environment or time.

- Pose a researchable question related to members of a global community.
- Select and document primary and secondary sources of evidence from multiple world cultures and a variety of print and digital media in response to the question.
- Situate sources of evidence in contemporary or historical place(s), time(s), or idea(s) to analyze their credibility for use in an argument.

### Recognize Perspectives

Students use sources of evidence from historical and contemporary contexts to consider their own and others' perspectives.

- Work with background knowledge and selected historical or contemporary sources of evidence to frame a perspective for an argument.
- Identify and compare cultural perspectives and alternative explanations found in the sources of evidence as part of an argument.
- Evaluate multiple perspectives from background knowledge and sources of evidence as part of an argument.

### Take Action

Students compare and prioritize choices and their implications to engage in advocacy or action.

- Compare and prioritize choices for innovative and responsible action.
- Consider the local and global implications of the proposed choices and questions left unanswered in the context of the argument.
- Engage in advocacy or action in a way that is responsive to context(s) of the argument.

### Communicate Ideas

Students advance and defend arguments that foster collaboration among diverse audiences.

- Advance an argument that clearly addresses the research question in the context of the identified global community.
- Defend that argument with specific and documented evidence from a variety of perspectives and media as applicable to the identified global community.
- Identify and consider claims of the argument that could be used to foster collaboration among other relevant communities.

## Scoring Dimension

# INVESTIGATE THE WORLD

What is the evidence that students can situate and analyze social questions beyond their immediate environment and time?

### Emerging

- Poses a question that will be difficult to research or to connect to a specific global community.
- Responds to the question by selecting a single source of evidence; or sources from general references.
- Responds to the question by selecting a single source of evidence from print and digital media.
- Lists sources of evidence inconsistently or using a mix of different documentation formats.
- Misrepresents sources of evidence based on inaccurate understanding of their place(s), time(s), or idea(s).
- Response to the question relies on assertions about the sources of evidence without consideration of credibility, bias, or subtext.

### Developing

- Poses a question related to a specific global community, but which will be difficult to research.
- Responds to the question by selecting secondary sources of evidence from beyond their immediate environment or time.
- Responds to the question by selecting sources of evidence from print and digital media.
- Lists sources of evidence inconsistently using a single and accepted documentation format.
- Makes minimal reference to the place(s), time(s), and idea(s) of some sources of evidence used in response to the question.
- Considers some sources of evidence used in response to the question for credibility, bias, and subtext.

### Proficient/ College Ready

- Poses a researchable question regarding a single issue related to a specific global community.
- Responds to the question by selecting primary and secondary sources of evidence from beyond their immediate environment or time.
- Responds to the question by selecting primary and secondary sources of evidence from print and digital media.
- Lists all sources of evidence consistently using a single and accepted documentation format.
- Makes reference to the place(s), time(s), and idea(s) of the sources of evidence used in response to the question.
- Analyzes the sources of evidence used in response to the question for credibility, bias, and subtext.

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**Advanced/  
College Level**

- Poses a researchable question that raises a range of issues related to a specific global community.
- Uses the terms of the question to organize appropriate primary and secondary sources of evidence from beyond their immediate environment and time.
- Uses the terms of the question to organize and select appropriate sources of evidence from relevant print and digital media.
- Lists all sources of evidence consistently, and accurately follows an accepted documentation format.
- Purposefully references the appropriate place(s), time(s), and idea(s) of the sources of evidence throughout the work.
- Analyzes conflicting interpretations related to the credibility, bias, and subtext of sources of evidence used in response to the question.

## Scoring Dimension

# RECOGNIZE PERSPECTIVE

What is the evidence that students use sources of evidence from historical and contemporary contexts to consider their own and other's perspectives?

### Emerging

- Uses prior background knowledge erroneously or insufficiently when making an argument.
- Uses new ideas or information from historical or contemporary sources of evidence erroneously or insufficiently when making an argument.
- Identifies a single perspective in the source(s) of evidence that is new to the student.
- Identifies relationships between and within background knowledge and perspectives when making an argument.

### Developing

- Uses prior background knowledge accurately and consistently as part of an argument.
- Uses new ideas or information from historical or contemporary sources of evidence as part of an argument.
- Identifies and describes cultural perspectives or alternative explanations found in the sources of evidence as part of an argument.
- Compares relationships between and within background knowledge and perspectives as part of an argument.

### Proficient/ College Ready

- Uses prior background knowledge accurately and effectively to frame an argument.
- Uses new ideas or information from historical and contemporary sources of evidence accurately and effectively to frame an argument.
- Identifies and considers cultural perspectives and alternative explanations found in the sources of evidence to frame an argument.
- Evaluates relationships between and within background knowledge and perspectives to frame an argument.

### Advanced/ College Level

- Integrates prior background knowledge clearly and accurately throughout the work to frame and support an argument.
- Integrates new ideas or information from historical and contemporary sources of evidence clearly and accurately throughout the work to frame and support an argument.
- Integrates alternative explanations arising from cultural perspectives found in the sources of evidence throughout the work to frame and support an argument.
- Evaluates relationships between and within background knowledge and perspectives throughout the work to frame and support an argument.

## Scoring Dimension

# COMMUNICATE IDEAS

What is the evidence that a student advances and defends arguments that foster collaboration among diverse audiences?

### Emerging

- Advances an argument that is unclear or does not directly relate to the question or a specific global community.
- Defends the argument with assertions of opinion about the issue(s).
- Defends the argument with assertions about the specific global community.
- Considers only those claims of the argument that identify options for the specific global community.

### Developing

- Advances a clear argument, but does not address all issues central to the question or the specific community.
- Defends the argument with partially-documented general information or quotations from the sources of evidence.
- Defends the argument using broad generalizations about perspectives within the sources of evidence and media.
- Considers claims of the argument that identify options for the specific global community by comparing options for other related communities.

### Proficient/ College Ready

- Advances an argument that addresses issues central to the question and the specific community.
- Defends some claims of the argument by comparing specific and documented data, quotations, or other information from the sources of evidence.
- Defends some claims of the argument by comparing sources of evidence from several perspectives and media.
- Considers claims of the argument that identify existing partnerships between the specific global community and other related communities.

### Advanced/ College Level

- Advances an argument that addresses issues and alternative possibilities central to the question and the specific community.
- Defends the argument as a whole by analyzing specific and documented data, quotations, or other information from the sources of evidence.
- Consistently and clearly defends the argument as a whole by analyzing and integrating sources of evidence from several perspectives and media.
- Considers claims of the argument that identify new partnerships between the specific global community and other related communities.

## Scoring Dimension

### TAKE ACTION

What is the evidence that students compare and prioritize choices and what are the implications to engage in advocacy or action?

#### Emerging

- Mentions choices for innovative and responsible action.
- Recognizes unanswered questions primarily as a result of gaps in research or argumentation.
- Considers implications of innovative and responsible action in passing.
- Acts or speaks out individually without clear connection to the context(s) of the argument.

#### Developing

- Proposes and briefly compares choices for innovative and responsible action.
- Identifies limitations or unanswered questions stemming from some sources of evidence.
- Considers some local and global implications of innovative and responsible action with direct reference to the argument.
- Acts or speaks out individually on a single choice in a way that is not always responsive to the context(s) of the argument.

#### Proficient/ College Ready

- Proposes and prioritizes choices for innovative and responsible actions addressed to a specific global community.
- Identifies unanswered questions stemming from some sources of evidence relevant to the argument, and responds with general questions to guide future research or action.
- Considers important local and global implications of innovative and responsible action with direct reference to the argument.
- Acts or speaks out individually or collaboratively on several possible choices in a way that is responsive to the context(s) of the argument.

#### Advanced/ College Level

- Proposes and prioritizes choices for innovative and responsible actions, taking into account previous actions or partnerships in the context of the argument.
- Identifies unanswered questions stemming from an analysis of sources of evidence or perspectives relevant to the argument, and responds with specific questions to guide future research or action.
- Considers important local and global implications of proposed choices for innovative and responsible actions, including previous actions or partnerships, in the context of the stated argument.
- Acts or speaks out individually and collaboratively on several possible choices as part of a strategic action plan that is responsive to the context(s) of the argument.