

NAME _____

March 7-8, 2016

Remediation & Enrichment plans

REMEDICATION PLAN

This is for you if you because you earned a D or F on the Palestine Assessment.

Complete this checklist of responsibilities:

	Requirement	List the peers, if any, who helped you complete this requirement.	Requirement met! (Teacher signature)
1.	Use online resources to complete or revise your conflict comprehension packet [dated February 16-22] . <i>See the ★ below.</i>		
2.	Complete the PEOPLE-EVENTS-CONCEPTS crossword. All items are found in your conflict comprehension packet. ★ Collaboration good; copying bad.		
3.	Construct valid responses to the four <i>LEVEL 2</i> assessment items. Each answer should present a sufficient amount of elaboration/explanation, making use of specific content details when necessary. Assume you are writing to a child. ★		
4.	Construct valid responses to the four <i>LEVEL 3</i> assessment items. Each answer should present a sufficient amount of elaboration/explanation, making use of specific content details when necessary. Assume you are writing to a child. ★		
5.	Execute the <i>LEVEL 4</i> assessment phase. Analyze every statement and modify inaccuracies. (Each invalid statement has <u>one</u> word that needs to be replaced. Find it, cross it out, and write in one new contextually-appropriate word.) ★		

★ You may collaborate, but you are NOT permitted to copy another student's work. Collaboration requires that you *work together* to make sense of the content. If you are caught copying materials, then you will be issued a blank item, and you will be required to start over.

THE OPEN-NOTE ASSESSMENT RE-TAKE WILL TAKE PLACE ON THE LAST DAY OF CLASS BEFORE SPRING BREAK.

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PRE-ENRICHMENT PLAN

This is for you if you because you earned a C (78) or C+ (82) on the Palestine Assessment.

You are encouraged to request copies of the Comprehension questions and Analysis items from the recent assessment. Prepare on your own to re-take Levels 3-4 of the assessment on the final day of class prior to Spring Break. As always, seek feedback from a teacher as part of your preparation.

See the Enrichment Plan below for an opportunity to earn an A for the Palestine unit.

ENRICHMENT PLAN

This is for you if you because you earned a B (86) on the Palestine Assessment.

Objective: Propose to the US President a justifiable plan or course of action relative to the Middle East conflict between Israelis and Palestinians.

Format: Your choice (i.e. Persuasive essay or letter; poetry; artistic mural; narrative story, comic, or graphic novel; PPT presentation; etc.)
Just know that your work will be evaluated on its strength of content, which is subject to the rubric below. If you opt to produce a creative work, yet you feel the elements of the rubric are not obvious – i.e. through your artwork –, then you would be wise to accompany your product with a written component that clearly addresses all of the A+ requirements.

Rubric: Once your product falls below the requirements for a B+, then your unit grade remains the score you earned on last week’s assessment.

Score	Description
A+ (100)	1. CLAIM: A very clear recommendation is evident, proposing to the US President a precise course of action relative to Israel-Palestine. 2. COUNTERCLAIM: There is a description of at least 2 <i>other</i> courses of action, each followed by an explanation of rejection. 3. JUSTIFICATION: The proposed course of action is justified by a sufficient number of well-explained ideas that focus on the effect of the proposed action on US-foreign relations (both in the Middle East but also perhaps beyond the Middle East). 4. COMPLEXITY: Explanation of the proposal reveals an understanding of the following inquiries: <ol style="list-style-type: none"> How and why will US action relative to Israel and Palestine result in a domino-effect? Who should control Jerusalem? Why? Do the present borders need to be changed? Why? What is to be done of the Israeli settlements in the West Bank? Why? How should citizenship be determined – by geographic location or by nationality/ethnicity? Why? How is Palestine to be governed, given that Gaza and the West Bank are now controlled by different factions? Why?
A (95)	More attention needs to be given to COMPLEXITY, as 2-3 of the inquiries are not well-attended.
B+ (90)	There is a significant gap, <u>either</u> in the presentation of the COUNTERCLAIMS (1-2 <i>other</i> courses of action are not well-described), <u>or</u> in the JUSTIFICATION of the proposal (the product provides only a surface-level defense of the recommended action), <u>or</u> in the understanding of the proposal’s COMPLEXITY (more than 3 elements remain unexplained).