

COMPUTERS AND SATELLITES NO LONGER FUNCTION/ELECTRONIC TERRORISM

Performance Standards (16CW/16DW).J

Students are informed that computers and satellites no longer function. The students will list examples of how this development would have an economic and social impact upon the United States and the rest of the world and assess how these changes would have an impact upon the U.S. economy. Students will also be made aware of anti-terrorist measures in place to prevent electronic sabotage.

- *Knowledge:* describe the social and economic impact on the world of situations such as changing trade patterns, unemployment, reduced interaction among people, effects on cultural awareness and disaster warnings.
- *Reasoning:* evaluate the impact these events would have on the economy and social systems in the United States and the world.
- *Communication:* write an essay that is well organized, well focused and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand the development of economic systems (16C) and understand Illinois, United States and world social history (16D)*, provide students with sufficient learning opportunities to develop the following skills:

- Predict the consequences of economic interdependence in the world's economic system, using a contemporary example.
- Assess the affects of changing technology since 1945 (e.g., atomic power, mass communication, means of production) on the course of world social history.

Many changes in the electronic delivery system have made the world today drastically different from that of 50 years ago. Furthermore, new electronic means are being developed today at a faster pace than ever before in history. Vast amounts of information are available to all like never before. The loss of this electronic system could be catastrophic for the entire U. S. economy. This assessment aligns with Illinois Workplace Skill H7 (Solve Problems and Critical Thinking/Select and implement a solution to a problem).

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students have acquired knowledge of economic interdependency and studied technological changes over time. Note: Topics of discussion may include dependencies upon electronic means for mass communication, measures in place to ensure the integrity of electronic systems already in use, less interaction among people within and outside the U. S. or altering trade patterns could affect the flow of goods and products from region to region.
4. Provide students with the following statement: This just in-----all satellites and computers have suddenly become non-functional and will remain useless for an indefinite period of time.
5. Have students compile two lists – one showing examples of how this development would have an economic and social impact upon the United States and another showing examples of the economic and social impact of the development upon the rest of the world.
6. Have students do research on the measures being implemented by the U.S. government to prevent electronic terrorism. Also include new local police security jobs in your community devoted to the prevention of computer terrorism.
7. Have students compose an essay that identifies and assesses the measures being implemented by the U.S.
8. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge:* The identification of key ideas (i.e., lack of efficient trade leading to higher prices; possible unemployment; slower warnings of impending natural disasters resulting in major losses of property; adverse affect on cultural awareness – music, fashion, etc.; less interaction among people within and outside the U. S. or alteration of trade patterns affecting the flow of goods and products from region to region) is complete and accurate.
 - *Reasoning:* The evaluation in the essay shows how the changes in communication have influenced the United States economy since World War II is thorough and well reasoned.
 - *Communication:* the essay is well organized, well focused and well detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirement

- One, 50-minute time period to write an essay

Resources

- Paper and pen
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- | | |
|---|--|
| <input type="checkbox"/> Exceeds standard (total points 11 - 12)
<input type="checkbox"/> Meets standard (total points 8 - 10) | <input type="checkbox"/> Approaches standard (total points 5 - 7)
<input type="checkbox"/> Begins standard or absent (total points 1 - 4) |
|---|--|

	Knowledge of evidence from the social sciences: facts/supporting details; themes/issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are thoroughly identified, defined and described. • Significant facts/supporting details are included and accurately described. • Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence. • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation is well focused with a well-defined thesis. • Presentation shows substantial evidence of organization. • Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are identified, defined and described. • Facts/supporting details are included. • May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence. • Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates a focus and thesis with several narrative gaps. • Presentation demonstrates adequate evidence of organization. • Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> • Some key concepts/themes/issues/ideas are identified, defined and described. • Some facts/supporting details are included. • Has some correct and some incorrect information. 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence. • Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates an inadequate focus and thesis. • Presentation demonstrates inadequate evidence of organization. • Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> • Few or no key concepts/themes/issues/ideas are identified, defined and described. • Few or no facts/supporting details are included. • Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified. • Critical thinking skills and habits of mind are absent. • Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear. • The presentation demonstrates little focus and lacks a thesis. • Presentation demonstrates little or no evidence of organization. • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			