

Service-Learning Curriculum Unit Plan

Unit/Topic: Disability Awareness Service Learning Project linked to John Steinbeck's novel *Of Mice and Men*.

Grade Level: 9th Grade

Service Idea:

Students will promote awareness and service towards the disability community in their local area. Students will incorporate structured social interactive techniques that will involve direct interaction between the students and people in the community. The students will reach out to the public with disabilities by presenting a disability of their choice that they have researched extensively at "Disability Awareness Dinner Evening" (DADE).

1. Content Standards/Grade Level Content Expectations:

From the Michigan High School Content Expectations: English Language Arts

1.3 – Students will communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.

CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

1.5- Students will produce a variety of written, spoken, multi-genre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.

CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.4 Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments,

2.1 Develop critical reading, listening, and viewing strategies

CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

2. Students will understand that....

- Students will understand and recognize the International Symbol of Access to People with Disabilities.
- Students will understand that people with disabilities have just as many abilities if not more of people who do not have a wheelchair.
- Students will meet a person with a physical disability to learn more about the daily experiences of people living with a disability, and understand the proper etiquette and manners involved with meeting someone with a disability.

3. Essential Questions to Guide Learning & Inquiry:

Questions: What is your perception of people with disabilities? How about your friends or family?

Question: How many people with disabilities live in rural areas?

Question: Are rural child care providers required to provide access to child care for children with disabilities?

Question: What challenges do rural schools face related to special education?

Question: What resources are there for farmers with disabilities?

Question: What kinds of housing assistance are available to people with disabilities?

Question: How can communities let people know about the services that are available to individuals and families dealing with disabilities?

Question: How can community organizations work together to provide services?

<p>4a. Students will know....</p> <ul style="list-style-type: none"> • Students will learn and know the terms disability and physical disability. • Students will know the 25 vocabulary terms served as an extension to understand the different types of disabilities in our community. • Students will know the history, background, famous figures, and valid statistics of their chosen disability. • Students will know that the project is taking place during Disability Awareness Month (October). 	<p>4b. Students will be able to do....</p> <ul style="list-style-type: none"> • Students will be able to develop a class presentation depicting what they learned about their specific disability of their choice. • Students will be able to bring voice to the disability of their choice as they present a speech/presentation on their research of their topic. • Students will be able to do interact cordially and appropriately when meeting a person with a disability. • Students will be able connect their reading of the novel <i>Of Mice and Men</i> of the character Lennie.
Assessment Evidence	
<p>5a. Performance Task: Students will be assessed on their competent completion of the:</p> <ul style="list-style-type: none"> • Oral presentation to the class • The effectiveness of images presented (i.e. PowerPoint, vides, photos, poster board, or display), Their appearance at the community event • Their knowledge and understanding of essential vocabulary terms • Written essay on their specific disability of choice. 	<p>5b. Other Assessment Evidence: Things to look for:</p> <ul style="list-style-type: none"> • Organization of research and materials • Meeting Deadlines • Rough Draft to Final Draft Revisions • Student Evaluations of Classmates • On-task, productive work on a daily basis
<p>5a. Performance Criteria: See rubrics provided.</p>	<p>5b. Other Assessments Criteria: -Verbal Feedback -Check for understanding feedback through</p>
<p>Learning Plan: (Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.)</p>	
<p>A. Steps for Students:</p> <ul style="list-style-type: none"> • Students will read the novel <i>Of Mice and Men</i>. They will meet and understand the main character Lennie and his mental disability will be pointed out. Create a writing prompt that talks about disabilities that students are accustomed to in their own lives. Use this information to launch in to this project. 	<p>B. Notes for Teacher: Make a point of Lennie's disability.</p>

- Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include **planning & preparation, action, & reflection**)
- Closure (Revisit enduring understanding/essential question. Include **reflection & demonstration of results & celebration**)

C. Materials Needed:

Class set of: *Of Mice and Men*, Internet access for students

D. Approximate Time for Unit: 5-8 one hour periods

E. Resources: Worksheets, Internet Hand-outs, Internet Access

Lesson 1 of 5		
Lesson Essential Question(s): Why read John Steinbeck? What is the "The Great Depression"?	Lesson Knowledge: To understand the history of the author who wrote <i>Of Mice and Men</i> and The Great Depression/	Lesson Skill(s): To give background knowledge on John Steinbeck and The Great Depression.
<p>1. Lesson Opener: The students will explore background knowledge of the author John Steinbeck, and gain a better understanding to the time period of when the book takes place. The anticipation guide for the great depression must be completed prior to the reading.</p> <p>2. Transition: After completing the background reading and the follow-up worksheets that follow, the students will then dive into the first chapter of <i>Of Mice and Men</i>. The students will read Chapter 1, pages 1-16.</p> <p>3. Activity: "Why read John Steinbeck?" and "Great Depression and the New Deal of the 1920's & 1930's" History Guide..." Show 'Great Depression' video through hyperlink on website</p> <p>4. Lesson Wrap-Up: Ask students for verbal feedback of the time period, questions about John Steinbeck, and relate the material in the book to the worksheets created.</p> <p>5. Additional Lesson Notes: Students have an understanding that times were tough during this book. Understanding the setting is critical to capturing the correct tone of the story.</p> <p>In class or for homework (at the teachers discretion), students should read chapters two and three to be prepared for the following days lesson.</p>		
http://www.steinbeck.sjsu.edu/works/ORWhy.jsp		

Why Read John Steinbeck? by Dr. Susan Shillinglaw

John Steinbeck brings together the human heart and the land.

That phrase, written by environmentalist and writer Barry Lopez, has resonance for today's readers of John Steinbeck. Lopez urges us to consider two primal landscapes: external landscapes - our relations to the land, to oaks, to the whir of night frogs - and interior landscapes, often shaped by the places where we live. John Steinbeck's work brings together both these landscapes in extraordinary ways, ways that may deeply affect those of us living at the cusp of a new century.

Steinbeck loved the burnished Salinas hills and the churning Pacific. Like some of America's greatest writers - Thoreau, Faulkner, Cather - Steinbeck made his childhood haunts vividly real. In book after book, he charted his course in the letters or journals he wrote as "warm ups" to the day's writing. Steinbeck wanted his prose to recapture a child's vision "of colors more clear than they are to adults, of tastes more sharp...I want to put down the way 'afternoon felt' and of the feeling about a bird that sang in a tree in the evening."

Unit Template Adapted from the work of Grant Wiggins & Jay McTighe

He asks that readers pay respectful attention to an external landscape. He invites us to look: "Orange and speckled and fluted nudibranchs slide gracefully over the rocks, their skirts waving like the dresses of Spanish dancers." Passages of stark beauty are found in every Steinbeck novel, sentences that record the rapt attention he paid to the natural world.

And then he asks that we shift perspective. American literature is full of conquest narratives - John Smith as Virginia cavalier, Natty Bumppo as pathfinder, Ernest Hemingway as marksman. But for John Steinbeck, nature is not a commodity, animals not for slaughter. For his is not a man-centered but a holistic universe, with humans seen as simply another species bound intimately to the places where they live, breed, drink, love, suffer, and catch frogs.

In Steinbeck's California novels, characters inhabit communities and are connected with one another: Sam Hamilton with Adam Trask, "Doc" Ricketts with Mack and the boys, the Joads with all migrants. And all of these characters are shaped by the places they live - Soledad, Tortilla Flat, a bone-dry King City Ranch - or to the roads they travel - Route 66, Highway 1 to the Carmel Valley. Steinbeck's is a vision of ecological cooperation, of the human's interdependence with nature and one another.

As important to Steinbeck is the internal landscape, often one shaped by isolation, loneliness, failure. I always ask my students to look carefully at the first paragraphs of Steinbeck's novels, where the external and characters' internal landscapes coalesce, *Of Mice and Men* in particular. The "strong and rocky" Gabilan Mountains are in the distance. George and Lennie take shelter in a glade that has nurtured tramps, boys, and deer. That scene evokes their lowly status - throughout the book these lonely men seek shelter from the "strong" in the bunkhouse or the barn. Steinbeck understood such desolate interiors. But his is never the language of despair but of empathy. George and Lennie are great friends-of each other, of each reader.

Steinbeck reaches out a fictional hand. Emotional bonds are forged between book and reader. Pauline Pearson, who spent countless hours interviewing Steinbeck's Salinas associates for the Steinbeck Library's oral history project, told me once: "John Steinbeck saved me. I was suffering, and in his work I found solace." Solace and laughter and commitment are what many readers discover in Steinbeck's work. "In every bit of honest writing in the world," he wrote in the late 1930s, "there is a base theme. Try to understand men."

So why do these Steinbeck landscapes, external and internal, matter to us in a new century? We live in an imperiled world. Many New York and California chefs have agreed to take the endangered swordfish off menus. Mining rugged interiors poses a new threat to the environment. Steinbeck's voice, curiously contemporary thirty and fifty and sixty years later, urges us to take heed, to appreciate that external world and our bonds to it.

And Steinbeck's ghostly voice of understanding and solace endures, inspires. In his album "The Ghost of Tom Joad," Bruce Springsteen pays tribute to the power of those interior landscapes - characters whose lives are often desolate, besieged, unacknowledged. "I'll be ever 'where," promises Tom Joad, "I'll be in the way guys yell when they're mad..."

Other reasons, equally compelling, insure that John Steinbeck's voice will not diminish. A distinguished scholar of American literature, John Seelye, repeatedly intones: "Steinbeck is a great

read." Stories are readily understood. Characters engage, inspire, enrage. My students love *East of Eden* best of all his novels; "It's like a soap opera," one said this spring. "Cathy's a kick." Good and evil face off in this book and others. They live. Recently, a class spent 50 minutes discussing whether George needed Lennie as much as Lennie needed George.

Readers return to books that are, like close friends, reliable, accessible, entertaining, and - let Steinbeck never again be pilloried by the old complaint that he's a writer only for adolescent readers - challenging and perplexing. The Japanese have a vigorous Steinbeck Society, over 150 strong. Why are his books so popular there? For many international readers, Steinbeck's work captures the elusive American psyche: bonds to land, the need for a place. Many of Steinbeck's stories are archetypal - restless migrants moving west to begin anew.

Some Steinbeck characters are, like Fitzgerald's *Gatsby*, unflinching American visionaries - Jim Casy, Joseph Wayne, Adam Trask. Others are ordinary people, workers, migrants, a few homeless - the Americans celebrated in Walt Whitman's "Song of Myself."

At the 1997 Fourth International Steinbeck Congress held in San Jose and Monterey, Asian and other participants read papers that noted Steinbeck's affinity for Buddhist or Taoist ideals - acceptance of what is, not grappling for solutions. Indeed, few twentieth-century American writers seem as relevant, as representative.

Finally, reading Steinbeck may provoke essential dialogue about ethnicity. Early on he wrestled with the issue of California's diversity. At Stanford University in 1924, he published his first story, "Fingers of Cloud," about the marriage of a white girl and a Filipino worker, Pedro. It's an emblematic tale, for much of his work is about cultural tensions. He ended his career with *America and Americans*, writing about America's racial crisis. Over a third of his work is set in Mexico or about Mexicans. He loved Mexico: "There's an illogic there I need," he wrote at a low point in the 1940s.

Some of my students have trouble reading *Tortilla Flat*, that knotty book that both engages and, for some, repels because it's about drunken, lazy paisanos. Stereotypes, they complain. But in class we discuss those problems head on: Is *Pirate* stereotypical? Does Steinbeck mean these paisanos to represent all Mexicans? Are Danny and Pilon demeaned by drink or is that jug the catalyst for something far more significant, some bond linking these paisanos - a bond that, for Steinbeck, eludes more socially prominent individuals? Steinbeck wrote: "...they want the thing wine does. They are not drunkards at all. They like the love and fights that come with wine, rather than the wine itself." They love life.

Steinbeck endures because he does not permit readers to complacently dig in, like the hermit crab. He embraces the fullness of life. With compassion, tolerance, and humility, he surveys landscapes: of place, of spirit, of a nation.

Activity sheet from: <http://www.kimskorner4teachertalk.com>

Name _____

Why Read John Steinbeck?
3-2-1 Activity

Reasons to read John Steinbeck:

- 1
- 2
- 3

Interesting things I discovered:

- 1
- 2

Question I still have:

- 1

“Great Depression and the New Deal of the 1920's & 1930's” History Guide...” Link: <http://history.searchbeat.com/greatdepression.htm>

Anticipation Guide for the Great Depression:
http://www.kimskorner4teachertalk.com/readingliterature/novels/of_mice_and_men/great_depression_ag.pdf

Lesson 2 of 5

Lesson Essential Question(s):

What is a disability?

Lesson Knowledge:

To learn what a disability is. To understand the difference between mental and physical disabilities.

Lesson Skill(s)

To connect the character Lennie with a disability to the community that the students live in.

1. Lesson Opener:

Students will come to class being able to answer competency questions on chapters two and three. Once students have completed the quiz the students, take a trip down to the computer lab and have students access the PDF file that is provided that has a list of the disabilities. Students will be making their selection for their project on their choice of a specific disability.

2. Transition: The move will be from taking the follow-up quiz to the computer lab. Students will be on task as they sit down at their computers and know what they are in the room for.

3. Activity:

http://www.kimskorner4teachertalk.com/readingliterature/novels/of_mice_and_men/handicaps_chart.pdf

4. Lesson Wrap-Up: At the end of this lesson students must have their selection of a disability chosen.

5. Additional Lesson Notes:

List of Disabilities (Use the hyperlink function to find the remaining definitions of the disabilities. The first two have been defined for you.)

1. Developmental Disabilities
 - 1.1. [ADD/ADHD](#) a neurobehavioral disorder commonly found in children. Its symptoms are associated with inattention and hyperactivity.
 - 1.2. [Asperger Syndrome](#) a psychiatric disorder that causes impaired social relations and repetitive patterns of behavior.
 - 1.3. [Autism](#)
 - 1.4. [Down syndrome](#)
 - 1.5. [Dyslexia](#)
2. Mental Disabilities
 - 2.1. [Alzheimer's Disease](#)
 - 2.2. [Anxiety Disorder](#)
 - 2.3. [Bipolar Disorder](#)
 - 2.4. [Depression](#)
 - 2.5. [Dyscalculia](#)
 - 2.6. [Learning Disabilities](#)
 - 2.7. [Memory Loss](#)
 - 2.8. [Obsessive Compulsive Disorder \(OCD\)](#)
 - 2.9. [Phobia](#)
 - 2.9.1. [Acrophobia](#)
 - 2.9.2. [Agoraphobia](#)
 - 2.9.3. More in [List of Phobias](#)
 - 2.10. [Schizophrenia](#)
 - 2.11. More in [Types of Mental Illness - List of Mental Disorders](#)
3. Physical Disabilities
 - 3.1. Visual Impairment
 - 3.1.1. [Blindness](#)
 - 3.1.2. [Blurred Vision](#)
 - 3.1.3. [Cataract](#)
 - 3.1.4. [Color Blindness](#)
 - 3.2. Hearing Impairment
 - 3.2.1. [Hearing Loss](#)
 - 3.2.2. [Meniere's Disease](#)
 - 3.2.3. [Tinnitus \(Ringing In the Ears\)](#)
 - 3.3. Mobility Impairment
 - 3.3.1. [Arthritis](#)
 - 3.3.1.1. [Rheumatoid Arthritis \(RA\)](#)
 - 3.3.1.2. [Osteoarthritis](#)
 - 3.3.2. [Cerebral Palsy](#)
 - 3.3.3. [Multiple Sclerosis \(MS\)](#)
 - 3.3.4. [Muscular Dystrophy \(MD\)](#)
 - 3.3.5. [Paralysis](#)
 - 3.3.6. [Parkinson's Disease](#)
 - 3.3.7. [Stroke](#)
 - 3.4. Head Injury
 - 3.4.1. [Traumatic Brain Injury](#)
 - 3.5. Chronic Illnesses

- 3.5.1. [Asthma](#)
 - 3.5.2. [Cancer](#)
 - 3.5.3. [Chronic Fatigue Syndrome](#)
 - 3.5.4. [Diabetes](#)
 - 3.5.5. [Hypoglycemia](#)
 - 3.5.6. [HIV AIDS](#)
 - 3.5.7. [Renal Failure](#)
 - 3.5.8. [Tuberculosis \(TB\)](#)
4. Other Disabilities
- 4.1. Substance Abuse / Addictions [Alcohol Addiction](#)

Lesson 3 of 5

Lesson Essential Question(s):

What is the migrant experience?

Lesson Knowledge:

To break the understanding of what a migrant is

Lesson Skill(s)

Connect the understanding that Lennie and George are traveling workers, otherwise known as migrant workers

1. Lesson Opener:

Creative Writing: What is a migrant? (10 sentences)

2. Transition:

Turn, Pair, Share responses to the writing prompt (3 minutes)

Students will be ready to be able to share the response of their partner aloud to class.

3. Activity:

http://www.kimskorner4teachertalk.com/readingliterature/novels/of_mice_and_men/migrant_experience_vocab.pdf

4. Lesson Wrap-Up:

Students will continue to work on their presentation to the class on their disability that they have chosen. Make sure to keep students involved with their project and have them working diligently in the classroom (if time allows) or at home. Good work comes from a planned presentation, not from something that is thrown together an hour before the presentation is due.

5. Additional Lesson Notes:

Continue to remind students that this is a BIG deal. That parents, board members, and the community will be looking at their projects and that what they are doing can have an impact on raising awareness about the disabilities in their town.

Lesson 4 of 5

Lesson Essential Question(s):

What is friendship to you?

Lesson Knowledge:

Understanding that friendship has a price, and that friendships can change lives.

Lesson Skill(s)

Being humble enough to allow yourself to understand what other people are going through.

1. Lesson Opener:

Lennie and George stick together to the very end. Think about a friend that you have or would like to have someday that would stick with you to the very end. Have students create a flyer that would promote someone being a best friend.

2. Transition:

Read Aloud today. Have students help you as the teacher to read two chapters of the reading. Make sure to let students have an opportunity to ask questions when necessary to understand what is happening in the book. Students will begin to really get into this book at this point (hopefully ☺) and it is important that they are swept away with the essence of the story at this point. Get into it!!

3. Activity: Have students finish their friendship flyers. Make sure they understand the connection of friendship in their own lives to the characters in the book .

4. Lesson Wrap-Up: Finish the book at home! If students have access to the book have them read the book at home. Sometimes it's exciting to come to class the next day and talk about what students have read on their own.

5. Additional Lesson Notes:

The book is continuously being read with any comprehension tactics that you may want to use. Don't forget to remind students that their projects/ presentations are due for class the following lesson.

Lesson 5 of 5

Lesson Essential Question(s):

What is the American Dream?

Lesson Knowledge:

Understanding that people with disabilities can achieve their goals they set in America, just as the people without disabilities can.

Lesson Skill(s)

Understanding the protocol that people with disabilities should be treated with, and understand that they have goals and dreams just like the students do.

1. Lesson Opener:

1 minute of complete silence thinking about the question: What is the American Dream. Students will then write for four minutes without stopping writing down their answer. Next students will read their answers allowed if they choose too.

2. Transition:

Students will finish up the reading of *Of Mice and Men*. The connection emphasized throughout the reading of the book is that the people with disabilities are fully functioning people in American society. They contribute, just as the general public contributes.

3. Activity: Presentations will be wrapping up outside of the classroom on their oral presentation to the class on their disability of their choice.

4. Lesson Wrap-Up: Students will be prompted about the upcoming school wide presentation of their disability. Students will be showing off their research in hard work at a dinner/presentation in the cafeteria at the end of the unit.

5. Additional Lesson Notes:

Pump up students to be great with their presentation! Students want to contribute to their school and community. Make sure their hard work is valued!

Oral Presentation Rubric

Criteria	0	1	2	3
Nonverbal Skills				
Eye Contact	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups at all times
Facial Expressions	Has either a deadpan expression or shows a conflicting expression during entire presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression
Gestures	No gestures are noticed			Natural hand gestures are demonstrated
Posture	Sits during presentation or slumps		Occasionally slumps during presentation	Stands up straight with both feet on the ground.
Vocal Skills				
Enthusiasm	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation
Vocalized Pauses (uh, well uh, um)	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
Content				
Topic Announced	Audience has no idea what the report is on		Vaguely tells audience what report is over	Clearly explains what the report is covering
Time frame	Presentation is less than minimum time	Presentation is more than maximum time		Presentation falls within required time frame
Visual Aid	Poor, distracts audience and is hard to read	Adds nothing to presentation	Thoughts articulated clearly, but not engaging	Visual aid enhances presentation, all thoughts articulated and keeps interest
Completeness of Content	One or more points left out	Majority of points glossed over	Majority of points covered in depth, some points glossed over	Thoroughly explains all points
Professionalism of Presentation	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained

Visual Rubric

CATEGORY	4	3	2	1
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Soundtrack/Audio track (if applicable)	Music stirs a rich emotional response that matches the presentation well. Audio clips contribute to understanding and are appropriate.	Music stirs a rich emotional response that somewhat matches the presentation. Audio clips add to the information provided.	Music is ok, and not distracting, but it does not add much to the presentation. Audio clips are ok, but do not add to the project.	Music is distracting, inappropriate, or was not used. Audio track is inappropriate or missing.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.

Content-Completeness	<p>The Project Focus is fully and clearly answered. Numerous examples and specifics were given to show the answer. Direct and indirect connections are made between the Constitution and the historical traditions.</p>	<p>The Project Focus is fully and clearly stated. Some examples and specifics are given to show the answer. Direct, but not indirect connections are made between the Constitution and the historical traditions.</p>	<p>The Project focus is clear but not fully developed. Some significant piece or step is missing or unclear. Few if any examples or specifics are used. Only general connections are made between the Constitution and the historical traditions.</p>	<p>The Project focus is not stated or the focus is confusing and incomplete. No useful examples or specifics are used. No connections are made between the Constitution and the historical traditions.</p>
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Essay Grading Rubric

		Excellent	Satisfactory	Needs Improvement
C O N T E N T A N D O R G A N I Z A T I O N	Response to topic/Thesis	Makes a strong, perceptive statement (i.e., thesis) that compliments the topic explicitly and moves beyond the predictable; takes a risk and explores issues understandingly and in depth	Shows some insight into the topic, but the statement is predictable or merely reflects class ideas	Creates perplexity about the topic, ignores significant picture of the problem; lacks concentration or demonstrates confused perception
	Supportive Detail	Uses important, rich facts & figures which serve as detail for the proof of thesis; essay contains at least 3 significant major ideas that support thesis.	Uses some details or examples, but could be extended to show more understanding and/or support	Lacks real, pertinent details or quotation marks that provide unsubstantial evidence for thesis; provides unsophisticated generalization; unclear
	Commentary/Analysis	Creative & Original commentary examines and interprets particulars, quotes, and cases, demonstrating how they compliment the thesis in relevance.	Elaborates importance of particulars, but interpretation & analysis could be expanded to show firm connection to thesis or provide more insight about the details or particulars.	Commentary is deficient or is predictable and incoherent, summarizing instead of analyzing importance; demonstrates no clear connection of details to thesis
	Use of quotes	*Supports the theses by using 3 quotations. *Correctly introduces the quotation by maintaining the context of the theme and the speaker. *Explains the significance of the quotes clearly.	*Uses 3 quotations *Remarks on quotes compliments issue fairly, but could be gone in depth more.	*Uses less than 3 quotes OR topic is not supported by quotes *Quotes need to be clarified by more clear commentary. *Introduction of quotes is incorrect or poor
	Organization	*Is clearly organized showing sophistication and relevance in the paragraphs with respect to the thesis. *Paragraph parts flow flawlessly.	*Has sufficient organization *Almost all key parts are shown in paragraph.	*Weak and unclear organization makes argument difficult to follow; body paragraphs need clearer relation to thesis; *Paragraphs parts flow imperfectly and also missing key parts
	Transitions	Uses thoughtful transitions between all ideas at the essay and paragraph levels for the smooth progression of ideas	Uses transitions between and within paragraphs, but they may seem awkward or forced	Has inconsistent transitions at either the paragraph or essay level
	Introduction/Conclusion	*Has an introduction that grabs reader's attention *Has a conclusion that provokes further thought	*Has introduction, but it may not draw reader in; *Has a conclusion, but it may not tie up loose ends	Introduction and/or conclusion is simplistic and could be more engaging and/or clearer OR lacks an introduction and/or conclusion
S T Y L E	Command of Language (Voice)	Language is natural and captures the writer's "voice"	Language is adequate, but doesn't reflect unique voice	Language is formulaic and contains use of passive voice and/or 2nd person "you"
	Word Choice	Striking, vivid words catch the	Some use of active verbs	Includes wordy expressions,

	reader's eye; strong use of action verbs	and strong words; lapses into "to be" verbs at times	repetition of the verbs "is" and "has"
Sentence Variety	Shows mastery over a variety of sentence openers and structures and uses them appropriately	Contains some varied sentence structure; most sentences follow subject-verb pattern	Does not contain much sentence variety
Grammar	<ul style="list-style-type: none"> *Has no BIG 5 errors or other grammar errors *Uses present tense to discuss literature *Proofreading is present 	<ul style="list-style-type: none"> *Grammar errors do not disrupt the flow of the paper *Some proofreading is present 	<ul style="list-style-type: none"> *1 or more BIG 5 error *Fails to use present tense to discuss literature

9th Grade Essay Rubrics

<u>Score = 6</u>	Excellent <ul style="list-style-type: none">• Develops dynamic ideas and uses relevant specifics in detail throughout the essay• Is well organized with explicit transition; maintaining focus of the theme.• Upholds diverse sentence structure.• Exhibits many specific words options.• Contains no error in grammar, composition & conventions; errors don't interfere with understanding. Persuasive mood <p>Clearly states the position and efficiently convinces the reader of argument's validity.</p>
<u>Score = 5</u>	Skillfull <ul style="list-style-type: none">• Develops dynamic ideas with some specific relevant detail.• Is well organized maintaining focus of the theme but essay may lack clear transition.• Exhibits a few diverse sentence structures.• Exhibits some specific words options.• Contains a very few light errors in grammar, composition & conventions; errors don't interfere with understanding. Persuasive mood <ul style="list-style-type: none">• Clearly states the position and convinces the reader.
<u>Score = 4</u>	Sufficient <ul style="list-style-type: none">• Develops ideas sparsely; may have few details• Pieces of information organized in clear sequences that are generally related to each other.• Exhibition of some control over sentence structure that are generally simple.• Displays many of simple words choices but may contain specific words options.• Contains error in grammar, composition & conventions; that don't interfere with understanding. Persuasive mood <ul style="list-style-type: none">• Fairly states the position and makes some attempts to persuade the reader.
<u>Score = 3</u>	Uneven

	<ul style="list-style-type: none"> • Provides limited or incomplete details & information having the quality of an outline or a list-like form. • Is not well organized with implicit transition disturbing the sequence. • Shows uneven control over sentence structure. • May have some inappropriate or inaccurate words choices. • Contains error in grammar, composition & conventions; that sometimes interfere with understanding. <p>Persuasive mood</p> <ul style="list-style-type: none"> • The position is stated in an unclear and undeveloped manner.
<p><u>Score = 2</u></p>	<p>Insufficient</p> <ul style="list-style-type: none"> • Provides a very little amount of information and makes little effort in development. • Is absolutely disorganized or too scattered to detect organization. • Displays insufficient control over sentence structure. • Exhibits inaccurate choices of words throughout the essay. • Constitutes missing words, misspellings and wrong word order; errors in grammar, composition and conventions are severe enough to make perception difficult & complicated in much of the essay. <p>Persuasive mood</p> <ul style="list-style-type: none"> • States the position in a very unclear way or a very little effort is made on persuasion.
<p><u>Score = 1</u></p>	<p>Unsatisfactory</p> <ul style="list-style-type: none"> • Attempts to make a response by only paraphrasing the prompt or be extremely brief. • Shows absolutely no control over organization. • Displays no control over sentence structure. • Contains wrong words choices throughout the essays • Constitutes missing words, misspellings and wrong word order; errors in grammar, composition and conventions are severe enough to make perception & understanding very difficult & complicated in much of the essay. <p>• Persuasive mood</p> <p>Little convincing attempt is made due to the absence of position taken or support given.</p>

Presentation Project Rubric

Evaluator: **Project Name:**

Students:

Preliminary Work	Inc.	Poor	Avg.	Good	Excellent
Students completed storyboards prior to computer creation.	1	3	5	7	10
Students used primary and secondary research which included factual and interesting information.	1	3	5	7	10
Students included a minimum of _____ different resources.	1	3	5	7	10
Students created a running bibliography.	1	3	5	7	10
Students asked for permission of any copyrighted material.	1	3	5	7	10
Students focused topic into workable subtopics.	1	3	5	7	10
Design					
Students showed evidence presentation synthesis.	1	3	5	7	10
Stack contains all elements. . .text, graphics, sound, video, animation	1	3	5	7	10
Stack contains all presentation elements. . .introduction body, conclusion.	1	3	5	7	10
Students show design elements. . .contrast between text and background, graphics, video are not obtrusive and enhance the presentation.	1	3	5	7	10
Multimedia elements are visible, adequate font choices, color schemes, sizes and styles are appropriate.	1	3	5	7	10
Navigation is easy and understandable.	1	3	5	7	10
Content					
Information is relevant and interesting	1	3	5	7	10
Students have used creativity in	1	3	5	7	10

the design.					
Students have used correct punctuation, complete sentences, grammar and spelling.	1	3	5	7	10
Students showed complete understanding of presented material.	1	3	5	7	10
Students used knowledge of file size manipulation to control the size of the presentation.	1	3	5	7	10
Students have labeled necessary video, graphics, maps for further understanding.	1	3	5	7	10
Students have used a majority of original artwork, animations, video, graphics, sounds etc.	1	3	5	7	10
Presentation					
The presentation is fluent from beginning to end.	1	3	5	7	10
Students understand presentation media such as LCD panels, projectors, sound equipment, video equipment, etc.	1	3	5	7	10
Students prepared and checked equipment prior to	1	3	5	7	10
Overall synthesis of the presentation.	1	3	5	7	10
					Total: _____