

Social Studies Project Rubric

	4: Excellent	3: Good	2: Satisfactory	1: Needs Improvement
Historical Accuracy (This row is scored by 1.)	The project is historically accurate. The project seems to bring viewers back in time.	The project is almost entirely historically accurate.	The project is for the most part historically accurate with some minor inaccuracies in the details.	The project is not historically accurate with some major inaccuracies.
Use of Details (This row is scored by 1.)	The project thoroughly and thoughtfully conveys sufficient details about the topic and time period.	The project conveys a good amount of information about the topic and time period.	The project conveys some information about the topic and time period; however, some important information is not related.	The project includes little to no information about the topic and time period.
Creativity	The project demonstrates a significant effort was made to be creative. The project's appearance attracts viewer's <u>interest</u> .	The project demonstrates an effort was made to be creative. The project's appearance somewhat attracts viewer's <u>interest</u> .	The project demonstrates a mild attempt was made to be creative. More attention to the project's appearance would have improved it.	The project demonstrates very little to no attempt to be creative. The project's appearance is unattractive to <u>viewers</u> .
Neatness	The project is extremely neat and organized. Images and text are laid out in a way that allows information to be clearly and logically presented.	The project is neat and organized. Images and text are laid out in a way that allows information to be presented in a way that can be easily <u>understood</u> .	The project is somewhat neat and organized. Images and text are laid out in a way that appears to be haphazard and is somewhat confusing.	The project demonstrates very little to no neatness and organization. Images and text are laid out in a random and confusing way which hinders the presentation of information.
Writing Style	The project demonstrates complete command of language usage and writing conventions which allows information to be clearly and logically presented.	The project demonstrates control of language and writing conventions which allows information to be presented in a way that can be easily <u>understood</u> .	The project demonstrates some control of language and writing conventions which allows most of the information to be understood.	The project demonstrates a lack of control of language and writing conventions which hinders the presentation of information.
Turned in on time	The project was turned in on (or before) the teacher assigned due date.	The project was turned in 1-3 school days after the teacher assigned due date.	The project was turned in 4-6 school days after the teacher assigned due date.	The project was turned in 7 or more school days after the teacher assigned due date.

Teacher's Comments: _____

8th Grade Social Studies Project Rubric

Jennifer Katz



8th Grade Social Studies Project Rubric:

Teaching Middle Level Social Studies Scott L. Roberts, Benjamin R. Wellenreiter, Jessica Ferreras-Stone, Stephanie L. Strachan, Karrie L. Palmer, 2022-03-01 This textbook is a comprehensive and practical guide to teaching middle level social studies Middle level students are just as capable as high school students at engaging in hands on progressive reflective activities yet pedagogical strategies designed specifically for the middle grades are often overlooked in teacher education programs This text provides both progressive and traditional teaching methods and strategies proven effective in the middle level classroom The content of this book consists of conventional chapters such as What is Social Studies and Unit and Curriculum Planning as well as unique chapters such as The Middle Level Learner Best Practices for Teaching State History and Integrating the Core Subjects in Middle Level Social Studies In addition to the unique chapters and lesson plans many additional features of the book will be useful for middle level teaching and learning These features include A list of website resources that provide links to thousands of lesson plans state and national standards and other multimedia tools that can be used in the classroom Individual collaborative and whole class activities that will help methods students develop a better understanding of the topics lessons and strategies discussed High quality lesson ideas and classroom tested teaching strategies embedded throughout the book Images of student work samples that will methods students visualize the finished product that is being discussed An examination of state and national standards that will help guide methods students in their lesson planning

Amazing Social Studies Activities Mercedes M. Fisher, Bonita Coleman, Jennifer R. Neuhauser, 2005 Teachers are responsible for delivering selecting and implementing learning activities for their classrooms They must consider the best approaches to engage their students as well as to meet the school s standards in instruction Here is a practical how to book to supplement the social studies curriculum It places at the teacher s disposal hundreds of classroom tested activities that build learner support and interest in Social Studies grades 6 12 content while at the same time being quick and low cost to implement Many of the lessons and activities can be easily adapted to existing lessons and may serve as a bridge to younger generations of learners Both experienced and brand new teachers can benefit from this book

The Importance of Using Primary Sources in Social Studies, K-8 Elaine M. Bukowiecki, 2014-03-12 This two part book provides teachers in kindergarten through grade eight with a valuable resource as how to include primary sources in a social studies curriculum along with a required social studies textbook The first section of this book contains descriptions with relevant examples of primary documents and authentic artifacts that are appropriate for incorporation into social studies classrooms In the second part of this book the application of primary sources for specific social studies instruction is presented This book specifically presents ways to use primary sources as means to explore the community where the students reside to make connections to past and present events and to research a specific change agent in a particular place Each chapter contains questions and pedagogical strategies for critically reading viewing and responding to varied authentic

artifacts techniques for interacting with primary materials modifications to meet the needs of diverse learners assessment techniques information tied to technology and the new literacies and connections to the National Curriculum Standards for the Social Studies 2010 and the Common Core State Standards 2010 **Social Studies Units for Grades 9-12** Walter McKenzie,2004 Thematic units on a variety of social science topics including the U S Constitution the Civil War the global economy current events in the Middle East political polling and cultural diversity in 21st century America The Big6 Curriculum Michael B. Eisenberg,Janet Murray,Colet Bartow,2016-05-26 This practical hands on book explains how to ensure that your students are information and communication technology literate that is competent with a range of tools technologies and techniques for seeking out and applying information The importance of teaching information and communication technology ICT literacy is clear without it students will be ill equipped to find and use information in all its forms as well as produce and present information in all forms Unfortunately most ICT literacy educational programs are irregular incomplete or arbitrary Classroom teachers teacher librarians and technology teachers need a complete ICT program one with clearly defined goals and objectives planned and coordinated instruction regular and objective assessment of learning and formal reporting of results This book explains how to integrate the objectives of ICT literacy into your school s established curricular structure The book explains the rationale for a having a comprehensive ICT program describes how to develop a Big6 by the Month program and defines the challenges in the areas of information seeking strategies location and access use of information synthesis and evaluation It also includes templates for grade level objectives a scenario plan program plan lesson plan and unit plan summary evidence and criteria performance descriptors a presentation readiness checklist and Big6 by the Month checklists for instructional leaders teachers and teacher librarians **There is Another Way!** Margaret A. Byrnes,Jeanne Baxter,2012-01-01 **Teaching World History: A Resource Book** Heidi Roupp,2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided **History Class Revisited** Jody Passanisi,2016-04-28 Learn new approaches to teaching history in middle school so students are more engaged in the big ideas and eager to examine the world around them Co published by Routledge and MiddleWeb this practical guide will help you consider the unique needs of middle schoolers who are in the midst of many social and emotional changes and need to see why the study of history matters to their own lives Author Jody Passanisi shares helpful strategies and activities to make your social studies class a place where students can relate to the material connect past history to present events collaborate with others think critically about important issues and take ownership of their learning Topics include Reading and analyzing primary and secondary sources for deeper comprehension of historical issues Developing a written argument and defending it with supporting details and cited sources Examining the social context of a historical event and tracing the historical underpinnings of present day issues

Using field trips games and Project Based Learning to make learning history a fun and interactive experience Assessing your students progress using self reflection projects essays and presentations The appendices offer resources for each of the topics covered in the book as well as reproducible Blackline Masters of the charts and diagrams which can be photocopied or downloaded from our website <http://www.routledge.com/products/9781138639713> for classroom use **Social Studies**

Today Walter C. Parker,2015-04-10 Social Studies Today will help educators teachers curriculum specialists and researchers think deeply about contemporary social studies education More than simply learning about key topics this collection invites readers to think through some of the most relevant dynamic and challenging questions animating social studies education today With 12 new chapters highlighting recent developments in the field the second edition features the work of major scholars such as James Banks Diana Hess Joel Westheimer Meira Levinson Sam Wineburg Beth Rubin Keith Barton Margaret Crocco and more Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom responding to high stakes testing teaching patriotism judging the credibility of Internet sources and teaching with film and geospatial technologies Accessible compelling and practical these chapters full of rich examples and illustrations showcase some of the most original thinking in the field and offer pre and in service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them Walter C Parker is Professor and Chair of Social Studies Education and by courtesy Professor of Political Science at the University of Washington Seattle From

Standards to Rubrics in Six Steps Kay Burke,2010-10-18 Featuring a comprehensive six step process for moving from standards to rubrics this updated bestseller helps teachers build tasks checklists and rubrics differentiate for special needs and more Integrating Language Arts and Social Studies Leah M. Melber,Alyce Hunter,2009-09-11 With an emphasis on active learning this supplementary text helps busy elementary and middle school teachers engage all students in the vibrant world of social studies This inquiry based book presents hands on explorations interaction with primary sources and critical thinking activities that provide concrete methods to successfully integrate the language arts into the social studies curriculum Key Features Promotes the development of literacy skills by authentically integrating language arts Supports differentiated instruction for specific grade levels English language learners and students with special needs Connects to standards in language arts social studies and technology **National Educational Technology Standards for Teachers**

International Society for Technology in Education,2002 Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P 12 education **Guiding School Improvement with Action Research** Richard Sagor,2000-05-15 Action research explored in this book is a seven step process for improving teaching and learning in classrooms at all levels Through practical examples research tools and easy to follow implementation strategies Richard Sagor guides readers through the process from start to finish Learn how to uncover and use the data that already exist in your classrooms and schools to answer significant questions about your

individual or collective concerns and interests Sagor covers each step in the action research process in detail selecting a focus clarifying theories identifying research questions collecting data analyzing data reporting results and taking informed action Drawing from the experience of individual teachers faculties and school districts Sagor describes how action research can enhance teachers professional standing and efficacy while helping them succeed in settings characterized by increasingly diverse student populations and an emphasis on standards based reform The book also demonstrates how administrators and policymakers can use action research to bolster efforts related to accreditation teacher supervision and job embedded staff development Part how to guide part inspirational treatise Guiding School Improvement with Action Research provides advice information and encouragement to anyone interested in reinventing schools as learning communities and restructuring teaching as the true profession it was meant to be

A Model Unit For Grade 7: Diversity and Interdependence Jennifer Katz, 2013-10-28 A Model Unit for Grade 7 Diversity and Interdependence is one book in the series Tools for Instruction and Reading Assessment The series consists of twenty four companion documents to Teaching to Diversity The Three Block Model of Universal Design for Learning by Jennifer Katz The model unit integrates major themes from Manitoba s curricula for the first term of the grade 7 school year The topics are Ways of Life in Asia Africa and Australasia and Global Quality of Life from the social studies curriculum and Particle Theory of Matter from the science curriculum These are brought into other disciplines mathematics physical education and health language arts and fine arts particularly through the lens of the multiple intelligences MI Differentiated activities based on MI approaches inspire diverse students and accommodate their individual learning styles MI activity cards are included as well as planners that outline the essential understandings essential questions and final inquiry projects for the unit Rubrics based on Bloom s taxonomy show a progression of conceptual thinking from rote basic understanding to synthesized higher order analysis Teachers can use this model unit as a template for planning subsequent thematic units for the rest of the school year

A Model Unit For Grade 8: The Eye of Egypt Jennifer Katz, 2013-10-28 A Model Unit for Grade 8 The Eye of Egypt is one book in the series Tools for Instruction and Reading Assessment The series consists of twenty four companion documents to Teaching to Diversity The Three Block Model of Universal Design for Learning by Jennifer Katz The model unit integrates major themes from Manitoba s curricula for the first term of the grade 8 school year The topics are Early Societies Ancient Egypt from the social studies curriculum and Optics from the science curriculum These are brought into other disciplines mathematics physical education and health language arts and fine arts particularly through the lens of the multiple intelligences MI Differentiated activities based on MI approaches inspire diverse students and accommodate their individual learning styles MI activity cards are included as well as planners that outline the essential understandings essential questions and final inquiry projects for the unit Rubrics based on Bloom s taxonomy show a progression of conceptual thinking from rote basic understanding to synthesized higher order analysis Teachers can use this model unit as a template for planning subsequent

thematic units for the rest of the school year **Hollywood or History?** Thomas E. Malewitz, Adam P. Zoeller, 2023-01-01

Teaching and learning through Hollywood or commercial film and television productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century. However, purposeful and effective instruction through film is not problem free and many challenges accompany classroom applications of Hollywood motion pictures. In response to the problems and possibilities associated with teaching through film, we are developing a collection of practical classroom ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms. We believe that film can serve as a powerful tool in the social studies classroom and where appropriately utilized, foster critical thinking and civic mindedness. The NCSS College Career and Civic Life C3 framework represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking, reading, and writing. Our hope is that this edited book might play a small role in the larger project of supporting practitioners specifically 6-12 teachers of social studies and world religion content by offering a collection of classroom ready tools based on the Hollywood or History strategy and designed to foster inquiry through the careful use of selected motion pictures and television productions. Topics of interest include the roots, rituals, symbols, beliefs, and controversial or significant people or events related to The Abrahamic Religions, Judaism, Christianity, Islam, Eastern Religions, Philosophies, Hinduism, Buddhism, Indigenous Religions, Spirituality, First Nations, Traditional African Religions.

Making Connections in Elementary and Middle School Social Studies Andrew P. Johnson, 2006. *Making Connections in Elementary and Middle School Social Studies* is based on the idea that students learn more and are more motivated to learn when they are able to connect their own knowledge, observations, ideas, imagination, and emotions with the content at hand. This book demonstrates how personal connections can be incorporated into social studies education while meeting NCSS thematic, pedagogical, and disciplinary standards. It is written in a very direct, reader friendly style. Each chapter describes a variety of practical strategies and creative activities that novice and experienced teachers can use to make social studies more interesting and to help students make meaningful personal and academic connections. Each chapter contains a wealth of classroom strategies, pedagogical techniques, activities, and lesson plan ideas that can be used to enhance learning and make lessons more interesting, active, and student centered. The book covers the three types of standards that elementary and middle school teachers work with as they teach social studies.

o Thinking Ahead questions invite the reader to reflect on his/her own experiences as they relate to the material covered in the next chapter. These can be used as discussion points for a class or small group or simply as pre-reading prompts to enhance comprehension.

o Teachers in Action boxes contain real life narratives from practicing teachers. These cases are designed to expand upon key issues presented in each chapter. Every case is accompanied by the author's personal reflection on the case. These reflections are intended to give the reader an opinion against which he/she can measure his/her own reactions. After each case, the reader is prompted to think about the narrative presented and think about

the way that his her reactions compare with those presented by the author o Go There boxes provide links to Web sites that offer additional resources for teachers lesson plans and other activities to enhance a social studies classroom This text is accompanied by a dynamic Instructor s Resources CD The CD includes classroom video footage that can be shown in class to illustrate the concepts presented in the book and stimulate class discussion **Social Studies for Secondary Schools** Alan

J. Singer,2024-05-23 Now in its fifth edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers it offers systematic support and open honest advice for new teachers Based in practice and experience lesson ideas and materials in the book and online are designed to help new teachers address Common Core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms Chapters include highlighted Learning Activities Teaching Activities and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies and conclude with recommendations for further reading Features of the fifth edition include Activities called Think it over Add your voice to the discussion Try it yourself and It s your classroom at the end of each chapter New topics such as the 1619 Project controversy Stop WOKE campaigns academic freedom and legal restraints on 7 12 teachers New content on teaching literacy including writing reading media computer and oral literacies Approaches to teaching advanced placement international baccalaureate and dual enrollment classes Multi disciplinary and project based teaching that combines history and social studies with the social sciences and other academic disciplines Links to the NCSS 3 C framework Information on becoming a professional leader through involvement in organizations like the NCSS and teacher unions Designed for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice This text is supported by online materials including discussion questions lesson ideas and links to lesson materials and activity sheets You can find the resources here <https://alansinger.net/social-studies-for-secondary-schools/> **Academic**

Language in Diverse Classrooms: English Language Arts, Grades 3-5 Margo Gottlieb,Gisela Ernst-Slavit,2013-09-23 Make every student fluent in the language of learning Language has always been the center of English Language Arts but with most states adopting CCSS the focus on language and literacy across the content areas is required Today it s more essential than ever that English language learners and proficient English learners have the supports to access and achieve the language of school The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine

standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning With dynamic classrooms and units of learning this book gives you a streamlined path for designing and implementing curriculum that leads to student mastery of academic language the key to school success These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word phrase levels This is a road map for teaching Common Core content in language rich classrooms and hence a resource every teacher needs within arm s reach It s all here and clearly presented this is pure gold for everyone who teaches students to speak listen read and write in school with special attention to English language learners Tim Boals Executive Director of WIDA Design Research in Social Studies Education Beth C. Rubin, Eric B Freedman, Jongsung Kim, 2019-06-06 This edited volume showcases work from the emerging field of design based research DBR within social studies education and explores the unique challenges and opportunities that arise when applying the approach in classrooms Usually associated with STEM fields DBR s unique ability to generate practical theories of learning and to engineer theory driven improvements to practice holds meaningful potential for the social studies Each chapter describes a different DBR study exploring the affordances and dilemmas of the approach Chapters cover such topics as iterative design using and producing theory collaborating with educators and the ways that DBR attends to historical political and social context

Uncover the mysteries within Explore with is enigmatic creation, Discover the Intrigue in **8th Grade Social Studies Project Rubric** . This downloadable ebook, shrouded in suspense, is available in a PDF format (Download in PDF: *). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

https://forums.acdsystems.com/data/Resources/index.jsp/2012_focus_titanium_user_manual_book.pdf

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