

PROJECT OVERVIEW PART 1: DEFINE

Name of Project: What is America? **Duration:** 2 Weeks

Subject/Course: United States History **Grade Level:** 8/11

Other subject areas to be included: English, Spanish

Project Idea
 Summary of the challenge, investigation, scenario, problem, or issue:
 There are so many traditions in the United States, many people do not know where they came from. However, they claim to be an American tradition. To challenge students to discover where traditions come from, and to define what is American culture. They will also create and "artifact" to match the tradition that they research. The "artifact" will be either food from the tradition or some type of tangible object that represents the tradition.

Driving Question
 Is there an American culture? And if so what is the American culture?

Content and Skills Standards to be addressed:
 NYS Social Studies Standards

21 st Century Skills to be explicitly taught and assessed (T+A) or that will be encouraged (E) by project work, but not taught or	Collaboration Work in teams		T+A		E	
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation To peers, families, and community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Critical thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Culminating Products & Performances	Group:		Presentation Audience:
	Individual:		
	Group presentations, presentation rubric, peer evaluation		<input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Web <input type="checkbox"/> Other: _____
	Research, research rubric, project assessment, self evaluation for presentation, and work ethic		

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		Presentation To peers, families, and community		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other: Critical thinking		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		Individual:					
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PROJECT OVERVIEW PART 2: DESIGN

“Grabber” to launch inquiry & generate interest:	The Story of Us (Immigration Section), Speaker, Brainstorming					
Assessments	Formative Assessments (Checkpoints During Project)	Quizzes/Tests	<input checked="" type="checkbox"/>	Practice Presentations	<input type="checkbox"/>	
		Journal/Learning Log	<input checked="" type="checkbox"/>	Notes	<input type="checkbox"/>	
		Preliminary Plans/Outlines/Prototypes	<input type="checkbox"/>	Checklists	<input type="checkbox"/>	
		Rough Drafts	<input checked="" type="checkbox"/>	Concept Maps	<input type="checkbox"/>	
		Online Tests/Exams	<input type="checkbox"/>	Other:	<input type="checkbox"/>	
		Summative Assessments (End of Project)	Written Product(s), with rubric: Essay _____	<input checked="" type="checkbox"/>	Other Product(s) or Performance(s), with rubric: _____	<input type="checkbox"/>
			Oral Presentation, with rubric	<input type="checkbox"/>	Peer Evaluation	<input checked="" type="checkbox"/>
			Multiple Choice/Short Answer Test	<input checked="" type="checkbox"/>	Self-Evaluation	<input checked="" type="checkbox"/>
			Essay Test	<input type="checkbox"/>	Other:	<input type="checkbox"/>
Debriefing Methods	<i>(Individual, Group, and/or Whole Class)</i>	Journal/Learning Log	<input checked="" type="checkbox"/>	Focus Group	<input type="checkbox"/>	
		Whole-Class Discussion	<input checked="" type="checkbox"/>	Fishbowl Discussion	<input type="checkbox"/>	
		Survey	<input type="checkbox"/>	Other:	<input type="checkbox"/>	
Resources Needed	On-site people, facilities:		Media, classroom facilitator			
	Equipment:		Computer lab, library resources, internet resources			
	Materials:		Journal sheets, teacher made templates, maps			
	Community resources:		Family members, Different culture experts, teaches, local leaders			

PROJECT TEACHING AND LEARNING GUIDE

Project: American Culture		Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members	
Research	→ Teacher lead (Media Specialist/ classroom teacher); then monitored	
Collaborative Skills	→ Teacher guided with rubrics and discussion	
Computer Skills	→ Already learned/ If not a refresher with Media Specialist	
Presentation Skills	→ Teacher taught: teacher monitored	
Validate Resources	→ Teacher/ Media Specialist guided	
Immigration	→ Teacher taught: previous knowledge	
Interviewing/ Note taking	→ Teacher taught	

PROJECT CALENDAR

Project: American Culture

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

<p>Watch Video Journal about the video As at home about traditions (teach interview skills if needed)</p>	<p>Group the students by common traditions Contracts Assign the tradition they will research Journal predictions</p>	<p>Contracts Assign the tradition they will research Journal predictions **Grade Contracts**</p>	<p>Teach research skills with Librarian Teacher lead research in library Students write reflection about research</p>	<p>Independent research in library **Grade reflection on research**</p>
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PROJECT WEEK TWO

<p>Work on group Powerpoint</p>	<p>Work on group Powerpoint Teacher lead instruction on presenting project Discuss the making of an artifact</p>	<p>Finish Powerpoint Finish making artifact Teacher helps when needed</p>	<p>Present to classroom/ administration Peer evaluation *Rubric Graded**</p>	<p>Present to classroom/ administration Peer evaluation *Rubric Graded**</p>
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PROJECT WEEK THREE

<p>Self evaluation Presented to invited guest</p>	<p>Experts on culture panel</p>	<p>Class discussion on American Culture; reflection journal entry</p>	<p>Multiple choice test on immigration content. Write an opinion essay on American Culture **Grade Essay/ Test**</p>	
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In Class Essay Rubric		Work Ethic		Written Communication (mechanics)		Curricular Literacy		Critical Thinking						
Unsatisfactory	Answers are incomplete; response is late or not turned in.	Answers are complete and response is turned in on time.	Advanced	In addition to proficient: Answers show depth of thought, may make references to other works, or include connections to ideas in class.	Unsatisfactory	Many spelling and grammar errors.	Advanced	The essay has a clear beginning, middle and end. Some descriptive language. Clear understanding of concepts central to the study of literature.	Unsatisfactory	The writer makes a limited analysis of the material and/or fails to provide details or make connections.	Unsatisfactory	The writer analyzes the material in detail. Multiple examples are provided. Meaningful connections are drawn between facts, ideas and concepts.	Advanced	The writer takes differing ideas and concepts and synthesizes them to make a concise point or a well-rounded interpretation of the literature. Examples are rich in detail and clearly draw connections, make comparisons and highlight contrasts and conflicts.
Proficient					Proficient	Few grammar errors; no spelling errors.	Proficient	The essay has a well-crafted structure with an entertaining beginning and a concise conclusion. Descriptive language is used when appropriate. Concepts central to the study of literature are understood and connected to outside texts or subjects. Clear understanding of major themes in the text.	Proficient	The writer analyzes the material in detail. Multiple examples are provided. Meaningful connections are drawn between facts, ideas and concepts.	Proficient	The writer analyzes the material in detail and clearly draw connections, make comparisons and highlight contrasts and conflicts.	Advanced	The writer analyzes the material in detail and clearly draw connections, make comparisons and highlight contrasts and conflicts.
2-4 points					2-4 points				2-4 points				2-4 points	
0-2 points					0-2 points				0-2 points				0-2 points	
4-5 points					4-5 points				4-5 points				4-5 points	

Presentation		Below Standard	At Standard	Above Standard
		Knowledge → Comprehension	Application → Analysis	Evaluation → Synthesis
Physical Attributes	<ul style="list-style-type: none"> • Student(s) do not dress appropriately. • Student(s) do not maintain proper body language. • Student(s) eat or drink during presentation • Student(s) fidget, hiding behind objects, and play with objects, etc. • Student(s) do not face audience. 	<ul style="list-style-type: none"> • Student(s) dress appropriately for the presentation. • Student(s) maintain proper body language. • Student(s) do not eat or drink during presentation • Student(s) refrain from fidgeting, hiding behind objects, playing with objects, etc. • Student(s) face audience. 	<ul style="list-style-type: none"> • In addition to the At Standard criteria: • Student(s) dress to enhance the purpose of the presentation. • Student(s) use body language to enhance the purpose of the presentation. • Student(s) use physical space and movements to enhance the purpose of the presentation. 	0.....17 18.....35 36.....50
	<ul style="list-style-type: none"> • Student(s) use oral fillers (uh, ok, etc.) • Student(s) pronounces words incorrectly. • Student(s) do not speak loudly and clearly. • Student(s) uses tone and pace that obscures communication. • Text contains errors. • Student(s) reads from notes. 	<ul style="list-style-type: none"> • Student(s) use minimum of oral fillers (uh, ok, etc.) • Student(s) pronounce words correctly and in Standard English. • Student(s) speak loudly and clearly. • Student(s) speak at a pace and in a tone that allows clear communication to the audience. • Text displayed during the presentation is free of spelling, usage or mechanical errors. • Student(s) possess notes but do not read from them. 	<ul style="list-style-type: none"> • Student(s) begin and end on time. • Student(s) provide preview and review of main ideas. • Student(s) provide clear and definable opening and closing. • Student(s) have all required materials ready for use. • Student(s) have practiced order of presentation. • Student(s) demonstrate flexibility in the face of technical or contextual problems. 	<ul style="list-style-type: none"> • In addition to the At Standard criteria: • Student(s) modify pronunciation of words to enhance presentation. • Student(s) modulate volume and tone to enhance presentation. • Student(s) modulate pace and tone to enhance presentation. • Student(s) use slang, jargon or technical language to enhance presentation. • Student(s) speak from memory and make only passing reference to notes or cards.
Oral & Verbal Skills	<ul style="list-style-type: none"> • Student(s) do not begin and end on time. • Student(s) do not provide preview/review. • Student(s) do not provide clear and definable opening and closing. • Student(s) do not have all required materials ready. • Student(s) have not practiced presentation. • Student(s) do not demonstrate flexibility. 	<ul style="list-style-type: none"> • Student(s) begin and end on time. • Student(s) provide preview and review of main ideas. • Student(s) provide clear and definable opening and closing. • Student(s) have all required materials ready for use. • Student(s) have practiced order of presentation. • Student(s) demonstrate flexibility in the face of technical or contextual problems. 	<ul style="list-style-type: none"> • In addition to At Standard criteria: • Students(s) provide written notes, brochures, overviews, etc. • Student(s) create an opening that is engaging (provides a hook for audience) and a closing that re-enforces key understandings. • Student(s) demonstrate planning for technical and contextual problems. 	0.....17 18.....35 36.....50
	<ul style="list-style-type: none"> • Technical features of display boards, PowerPoints, websites, audio, video, etc., distract audience from the content and purpose of presentation. • Technical features do not demonstrate care in creation, including editing, proofreading, finishing. 	<ul style="list-style-type: none"> • Technical features of display boards, PowerPoints, websites, audio, video, etc. do not distract audience from the content and purpose of the presentation. • Technical features demonstrate care in creation, including editing, proofreading, finishing. 	<ul style="list-style-type: none"> • In addition to At Standard criteria: • Technical features of display boards, PowerPoints, websites, audio, video, etc. enhance the purpose of the presentation. • Technical features demonstrate creativity, thorough research and careful planning. 	0.....17 18.....35 36.....50
Technical Attributes	<ul style="list-style-type: none"> • Student(s) do not provide appropriate oral responses to audience questions, concerns, comments. • Student(s) do not adapt their presentation based on questions, concerns or comments from audience. 	<ul style="list-style-type: none"> • Student(s) provide appropriate oral responses to audience questions, concerns, comments. • Student(s) make minor modifications to their presentation based on questions, concerns or comments from audience. 	<ul style="list-style-type: none"> • In addition to At Standard criteria: • Student(s) incorporate audience questions, comments and concerns into their presentation. • Student(s) display willingness and ability to move away from their script/plan and modify presentation based on audience response. 	0.....17 18.....35 36.....50
Response to Audience	0.....17	18.....35	36.....50	0.....17 18.....35 36.....50

WORK ETHIC RUBRIC -- Polaris High School/Prospect Middle School

STUDENT: _____

Criteria	Weight	EMERGING	STANDARD	MASTERY
<p>Work Ethic</p> <p>100 points</p>		<ul style="list-style-type: none"> • FREQUENTLY late to class • FREQUENTLY comes to class WITHOUT required materials • LESS THAN 70% of work turned in on time. • ABSENT two or more days per week • RARELY works in class and distracts learning of other students. • SHOWS no or little initiative in helping other students achieve. • SHOWS little ability to work in team. • REGULARLY requests hall pass during class. • RARELY does any work outside of class. 	<ul style="list-style-type: none"> • SOMETIMES LATE to class • USUALLY comes to class with the required materials. • TURNS in 80% of their work on time. • USUALLY attends class. • FOCUSED on work during class roughly 80% of the time. • REGULARLY assists other students. • ABLE to work in team when necessary. • OCCASIONALLY requests hall pass. • WILLING to do work outside of class. 	<ul style="list-style-type: none"> • Almost NEVER late to class. • Almost ALWAYS comes to class with the required materials. • TURNS in Almost ALL work on time • Almost ALWAYS attends class, except when sick. • FOCUSED throughout class at least 90% of the time. • ALWAYS assists other students. • WORKS WELL in team. • RARELY requests hall pass during class. • Almost ALWAYS willing to do work outside of class to meet goals.
		<p>0-----50-----69</p>	<p>70-----80-----89</p>	<p>90-----95-----100</p>

*Adapted from New Technology High School & New Technology Foundation