

Domain 1:

Planning and Preparation

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1a: Demonstrating Knowledge of Content and Pedagogy

National History Day Project: Conflict and Compromise

Students chose a topic either as individuals or as a group, and completed steps that were spread out for them before presentations. They could choose one of five presentation options, along with their own topic, which allows for differentiation. As long as it all fits within the topic of the year, Conflict and Compromise.

1. Details of Project and Topic Proposal
2. Annotated Bibliography

NHD S.F3.I.--Students wrote an S.F.I., a skill we've been working on all year, to organize their thoughts for their presentations.

3. Rough Draft with Peer Revisions- Students presented or shared their work with 2-3 peers, and received feedback, in time to perfect things before final presentations.
4. Final Presentations

1b: Demonstrating Knowledge of Students (1d: Knowledge of Resources)

Google My Maps-- "What's the Story?"

This artifact is an example image of a "My Map" we did together as a class. After the school shooting in Parkland, we researched all the school related shootings in 2018, mapped them out and wrote the specific facts connected to each one. From there, we had a very valuable discussion on sources, research, the pattern of shootings, and our responsibility as citizens. For this, students were incredibly engaged. I used my knowledge of resources through Google, connected that with my class and knowing how much they love to take the lead as much as possible (adding material to the maps), and then did an informal discussion and got way more out of it than I expected. Since I found this resource, I have been using it to practice geography skills while using it to keep students engaged. My normal ways of engaging haven't worked as much this year, and I've had to adapt. I've learned that 8th and 10th graders this year need structure, but want lots of creative freedom. This is an example of how I've been meeting those needs, using my current resources.

1c: Setting Instructional Outcomes (1f: Designing Student Assessments)

Student Lessons

10th Grade students were each assigned a day during the second semester and were in charge of answering through a lesson, the essential question(s) provided. Overall, it has been a huge success! Some students have struggled, and on those days, following the lesson, I fill in where the gaps were. However, students have been giving really positive feedback. They teach in way that fits their personalities, they dive into the material, and they lead in an engaging manner. It turns the shop into a group workshop, so everyone is more engaged to encourage and support one another. Fitting in with 1f, the calendar of all these lessons is broken down day by day, also informing students of when they will be introduced to a new assessment, on what

Social Studies: NHD Project

Name: _____ Date of lesson: _____

Topic: _____

<i>Score</i>	<i>Rationale</i>	<i>Comments</i>
History	Students analyzes historical evidence to form a conclusion, evaluated and communicated within the larger context of history	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> Evidence of close reading for in-depth interpretation through project <input type="checkbox"/> Demonstration of original thinking through the project <input type="checkbox"/> Connection to outside material	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Prepared and able to field questions as they arise <input type="checkbox"/> Has a thesis <input type="checkbox"/> Understands important events, individuals, issues, and problems related to their topic <input type="checkbox"/> Demonstrates an analysis of evidence in achieving understanding of historical issues and problems <input type="checkbox"/> Evaluates and explains the larger context in which historical issues and problems take place <input type="checkbox"/> Communicates the material and analysis through one of the required formats <input type="checkbox"/> Uses primary and secondary sources to support the thesis <input type="checkbox"/> Meets all expectations per project category No major errors or omissions with 2.0 and 3.0 elements.	
2.5	No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Has most of the elements required of the project <input type="checkbox"/> Shows a mostly clear understanding of the material	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	

Final Comments:

2018 NHD Project Calendar

This calendar is a breakdown of the steps to be completed and specific due dates. You are more than welcome to complete and submit things ahead of time, but make sure you do not submit things after the due dates. And you are more than welcome to redo steps 1-4 assignments if you don't like your grade on. Make sure you communicate with me if you plan to do so.

Presentations begin on February 13th

Note, due dates and locations are subject to change and will be communicated in class and on Schoology if that occurs.

Steps to success-Details for each step are under the "steps to success" folder on Schoology

Step 1: Topic Proposal- **Due 1/16**

Step 2: Annotated Bibliography- **Due 1/24**

Step 3: NHD Rough Draft with peer review- **Due 2/1**

Step 4: Reflection of Peer Review- **Due 2/7**

Step 5: NHD Final Draft- **Due 2/13 or 2/15**

	Quarter Three	
Date:	In-class focus and location	Due Dates:
1/9	Computer Lab- Computers	
1/11	Chromebooks- Classroom	
1/16	Computer Lab- Computers	Submit Step 1
1/18	Chromebooks- Classroom	
1/22	Chromebooks- Classroom	
1/24	Chromebooks- Classroom	Submit Step 2
1/26	Chromebooks- Classroom	
1/30	Computer Lab- Computers	
2/1- Begin putting together final presentations	Computer Lab- Computers	Submit Step 3
2/5- Putting together final presentations	Computer Lab- Computers	
2/7- Putting together final presentations	Chromebooks- Classroom	Submit Step 4
2/9- Finalize Presentations	Chromebooks- Classroom	
2/13	Final Presentations	Submit Step 5

5/23	Current Event #31 and #32	
5/25	Current Event #33	

National History Day Research Project- 2018

A major course requirement is that all students complete a historical research project using the guidelines of the National History Day competition. Students may choose to complete a research paper, museum exhibit (poster board), dramatic presentation, interactive website, or documentary. Students choose to complete a project as an individual or as a group, however, groups agree to accept one grade.

Find a way to keep organized. Keep track of your sources, notes, and any information that you receive regarding NHD. Get a folder just for this project if you need to. Set goals and deadlines for yourself to stay ahead of everything.

Select a GOOD topic You must choose a topic that is historically important, relates to the theme of the contest (Conflict and Compromise), and one in which *you have a genuine interest*. Find a topic that fits your personality, values, and interests. **Narrow your topic.** Narrowing your topic is essential to a successful History Day project!

Research. This is the longest phase of the project. There are wide varieties of resources available for you to begin your quest. Begin with *Secondary Sources*. These will provide *Historical Context*, may assist you in narrowing your topic even further, and guide you toward Primary sources relevant to your topic.

Some helpful hints about *Quality Research*:

Use credible sources. Experts in the field write credible sources. They are peer reviewed and fact checked. If you have questions about your source's credibility, you need to investigate further! This is especially important when using information collected from the internet!!! *Always* complete a website evaluation *before* using a website. When evaluating websites keep in mind:

- o Who wrote, published, and maintains the site? Does it contain copyrighted material?
- o What is the purpose of the site? Does it contain factual information or is the content **ONLY** opinion?
- o Is it easy to navigate?

NOTE: *This evaluation process applies to ALL sources you plan on using for your project!!! BE CRITICAL!*

Developing an annotated bibliography. You need to develop a system to track and categorize your research. Begin by building an ANNOTATED BIBLIOGRAPHY as you research. Include all the relevant information you will need to direct someone else to that source or to complete a bibliographic reference:

- o Author or Editor
- o Publisher
- o Year of publication or copyright
- o City of publication
- o Title of book or journal, include issue and volume numbers when applicable
- o Title of article
- o Page numbers
- o Hosts and URL addresses for websites

Annotations should include:

- o How will you use this source in your project?
- o How does it help you understand your topic?

How Do I Choose My Category?

Do you have special interests or talents that lend themselves to a specific category? How can your material best be expressed? Answering the following questions may help you decide.

Historical Paper

1. Do I enjoy writing?
2. Am I more comfortable expressing myself on paper rather than in front of an audience?
3. Am I trying to convey a complex idea that requires a lot of explanation?

Performance

1. Do I enjoy being in front of an audience?
2. Do I like to act?
3. Can I sing or play a musical instrument? (Musical talent is not necessary, but many students incorporate music into their performances.)
4. Can my topic be expressed dramatically?

Exhibit

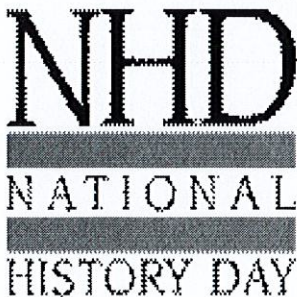
1. Do I enjoy creating things with my hands?
2. Do I have room to keep an exhibit once I create it?
3. Do I have a way to transport my project to a contest?
4. Can I tell my story primarily through pictures and artifacts instead of words?

Documentary

1. Do I have access to and enjoy working with media equipment?
2. Do I have access to editing equipment that I can operate?
3. Do I have a VCR, television, slide projector, tape recorder, computer, etc. that I can take to a contest?
4. Will my research be most clearly presented as a documentary?

Websites

1. Do I enjoy working with computers?
2. Do I have access to a laptop computer to present my entry at the contest?
3. Do I have a basic knowledge about developing websites?
4. Can I effectively present my topic in a website?



NHD: Choosing a Topic

B. Web Searching – Choose three of the links below to explore.

National Historic Landmarks - <http://www.nps.gov/nhl/>

→ Sometimes a place can inspire an idea....the National Parks Service protects historic places across the United

PBS History - <http://www.pbs.org/topics/history/>

On the menu bar across the top, choose the “topics” and choose some categories that interest you. Note your pathways and ideas in the boxes below.

<i>If you're interested in....</i>	<i>Try....</i>
Exploration in North and South America....	<ul style="list-style-type: none">• http://www.americanjourneys.org/
Colonial History	<ul style="list-style-type: none">• http://www.history.org/history/teaching/index.cfm• http://www.dohistory.org/home.html
Social History	<ul style="list-style-type: none">• http://www.ashp.cuny.edu/
Politics and government	<ul style="list-style-type: none">• http://www.annenbergclassroom.org/
Women's History	<ul style="list-style-type: none">• http://www.womeninworldhistory.com/thematic-units.html
A general overview of US History	<ul style="list-style-type: none">• http://historymatters.gmu.edu/• http://chroniclingamerica.loc.gov/• http://www.digitalhistory.uh.edu/index.cfm• https://www.gilderlehrman.org/• http://nhd.org/USHistoryPrimarySources.htm
World History	<ul style="list-style-type: none">• http://www.bne.es/es/Colecciones/• http://eudocs.lib.byu.edu/index.php/Main_Page• http://nhd.org/WorldHistoryPrimarySources.htm
Puerto Rican/Latino History	<ul style="list-style-type: none">• http://centropr.hunter.cuny.edu/• http://www.preb.com/geneal2/adasi.htm• http://www.loc.gov/rr/hispanic/

Step 1: Due 1/16/18

National History Day Topic Proposal

When completed, erase all of this and only leave your topic proposal with an MLA heading.

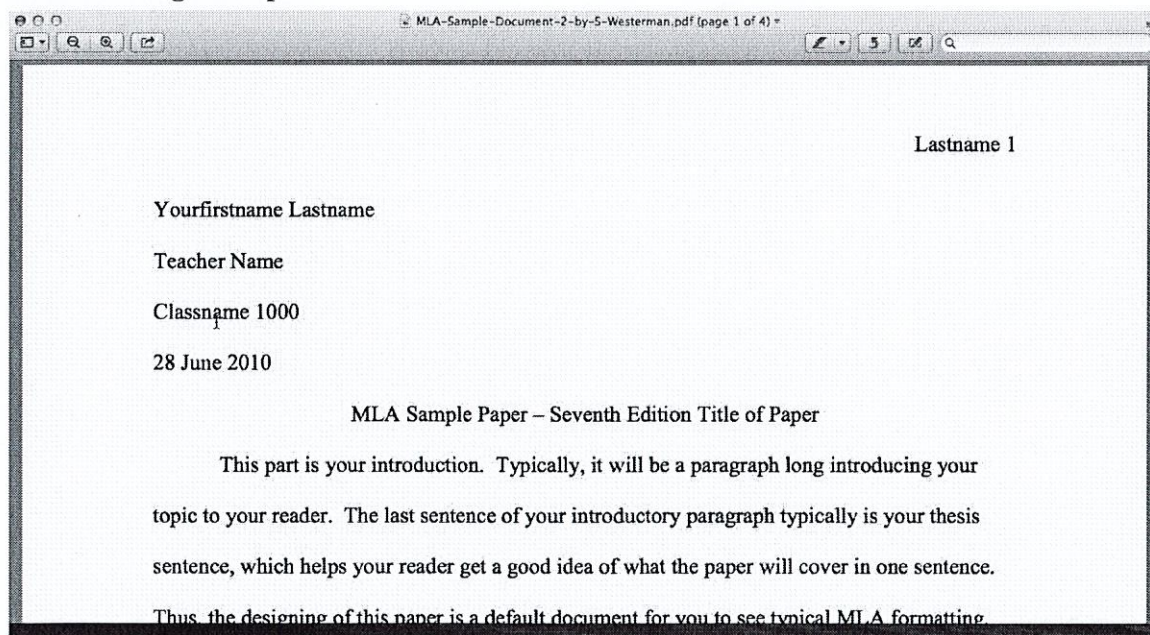
Your proposal is dual-purpose. First, it's for Mr. Watson to know what the topic is, where you plan on going with it, and if it will be feasible. Second, it's to help you get a grasp as to where you are heading in your research. This piece will be 1-2 paragraphs describing your topic. It must be 500 words or fewer. It must be in Times New Roman, Double-Spaced, and size 12 font. For this proposal, you will need to have the following.

1. A quick summary of your specific topic. The better you write this, the better you understand your content.
2. An explanation as to how this topic relates to the National History Day theme, Conflict and Compromise.
3. **Your thesis, or mode of arguing this topic in bold.** Note: this thesis is a rough draft and is subject to change. It is a guide in your preliminary research.
4. Which mode you plan on demonstrating your knowledge of this topic and *why* (paper, performance, exhibit, etc...). Again, this may be subject to change.

This proposal is meant to get you moving in the right direction. Do all the preliminary research you can, save your links and sources, and you will save time for yourself down the road.

Good luck!

MLA Heading Example:



Step 2: Due 1/24/18

Annotated Bibliography

The purpose of writing an Annotated Bibliography is to bring information together in a concise format for reference later when doing a large project. This is a useful skill for any subject if you make it a habit. For your Annotated Bibliography, you will need a MINIMUM of four primary and five secondary sources. That will be sufficient to create a well-rounded understanding of your topic. You may have more than that, but only use the ones you will specifically use in your project and that benefit you.

Keep in mind, you are not just explaining how this moment in history was Conflict and Compromise, but why it was happening. So what led to this moment? Then explain the effects it had on society during that period in that specific location. Your sources help you do all of that, so look for material to understand its cause and effects.

When writing your annotated bibliography, make sure your *primary sources are first*, and then secondary sources. The example below demonstrates. Each *annotated* bibliography must start with a citation of your source (you may use easybib.com to help source in MLA format), and then a brief description of your source. Guiding questions for annotated bibliography are below.

Primary vs. Secondary:

Primary Source-The most common definition of a primary source is that which is written or produced in the time period. Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles from the time, oral history interviews, documents, photographs, artifacts, or anything else that provides first-hand accounts about a person or event. This definition also applies to primary sources found on the internet.

Secondary Source- Secondary sources are usually published books or articles by authors who were not eyewitnesses or participants in the historical event or period and who base their interpretation on primary sources, research, and study. These sources provide context for a historical event. For example, high school history textbooks, biographies, retrospective newspapers and other history books about a particular topic are secondary sources. This definition also applies to secondary sources found on the internet.

Annotated Bibliography Guiding Questions:

1. How will you use this source in your project?
2. How does it help you understand your topic?

Note: You may not go over 4 sentences per annotation

■ All lines after the first lines are tabbed in one tab (1/2 inch).

■ URLs (web addresses) should **NOT** be hyperlinked. I know that word does this automatically. Right click on the hyperlink, and click “remove hyperlink.”

■ Spell- and grammar-check your work. No excuses. Don’t wait for a sign from up above – what do you think the red squiggly lines are for?

Frances, Addi, Anaka
Mr. Watson
Social Studies
30 January 2018

National History Day S.F3.I.

Organizing your thoughts for your presentation

Statement: Compromise comes before Conflict, Spaniards gained the knowledge of techniques with praise added, while the Aztec Empire got the experience of first hand meeting and praising the gods. Then conflict arose when the Spaniards wanted more praise, and less sacrifice, causing the final downfall of the Aztec Empire.

Fact 1: The Spaniards went on a voyage, and happened to come across the Aztec Empire, helping us understand how they were able to conquer the land.

- **Bullet 1:** “On the way to Tenochtitlán, he clashed with local Indians, but many of these people, including the nation of Tlaxcala, became his allies after learning of his plan to conquer their hated Aztec rulers”
- **Bullet 2:** Cortes became allies with the Aztec people, as they had developed a hatred towards their very own ruler. This allowed leeway into Cortes’ plan in conquering the Aztec rulers. This led into the Compromise of Spaniards and Aztec people. He was able to conquer Aztec people because they all could relate, due to there shared hatred towards Aztec leader.

Fact 2: Cortes was appointed captain in 1518 and in 1519 his ships landed in Mexico, the final year was 1521 when they left the fallen Aztecs to parish.

- **Bullet 1:** “We're under attack! The Spaniards are conquering Mexico and now they've came to invade up. We are not going to give up our empire though. They've came in with a massive army, lead by the Spanish Hernan Cortès.” 12th of April 1521
- **Bullet 2:** The spaniards were attacking the Aztec chiefs along with local Aztec citizens, in 1521 Cortes had finally finished of the rituals. This then lead to the end of Aztec religion, the chiefs cry for help in this quote but are outnumbered therefore leading to the fall of the Aztec empire. Now the Spaniards can head home with all of their riches.

Peer Revision for NHD

*Be specific and constructive with your feedback. Don't say, "it was good". Explain **why** it was good. The more specific and constructive you are, the better you are helping your peers.*

When Peer Reviewing:

Write and discuss:

1. What is the presenter's thesis?
2. Write two strengths of the presentation. It could be what was said or what was shown.
Be specific.
3. Write two areas of improvement or confusion. What could this person have added or taken away to add more depth or clarity to the topic?

What's the story?

Untitled layer

 Cleveland

 Italy

 Marshall



East Olive Elementary School




Marshall County High School

 Sierra Vista-10 Jan 18

 Oxon Hill, Maryland 2/5/18

 San Bernadino-10 Jan 18

 New Start High School

 Mobile-25 Jan 18

 Los Angeles February 1


 Colorado Springs

 Gentilly, LA

 Metropolitan high school

 New York-8 Feb 18

 Forest City

 Benton - 1/23/18

Untitled layer



Student Lesson Project

Prior to the internet, information was gained through books in libraries and what was taught in the classroom. When the internet formed, things started to become more accessible. However, the internet was used for games, purchasing things, and cat videos. Today, we are entering an information revolution. With this massive growth, we are therefore, entering a social revolution. It's changing the way we learn, interact, and grow as individuals and communities. In this process, it's important to know how to navigate and learn from this. This project will require you to search the variety of resources on the internet, learn from them, and then use them to help others learn. You will be teaching a lesson! Teach from your learning style, engage in the material, and get everyone else involved!

Frankly, Humanities as a subject may be eliminated over time in Universities, and it's important to know how to teach yourself and engage in this content now before this begins to occur. Learn and teach from the resources on the internet. Look at material from college courses. Find fun and engaging videos. Look up podcasts that teach and analyze the material. Find lectures by professors and experience what college students are experiencing. Dig deep!

Requirements of a lesson:

1. Lead a lesson for 30-45 minutes..
2. Teach the topic you are assigned to, answering the essential questions.
3. The lesson will need to have three parts...
 - a. Answer the required questions. Either through a reading, powerpoint, a mix of both, or a fun activity. As long as the question is answered with supporting details and meet the rubric requirements, do it in your way. You are unique, so do it in your own unique way. *This is the bulk of the lesson (20-30 minutes)*
 - b. You must have a discussion piece to get students to think deeper. Could be philosophical chairs, four corners, chalk talk, schoology discussion, or more. *This will probably take around 10-15 minutes.*
 - c. There must be a final assessment to show that students understood the content. Could be writing from your discussion, could be an exit ticket, could be a small worksheet. *This is important because it tells you if the students got it or not. You will receive a copy and I will receive a copy.*
 - i. SIDE NOTE: If you want students to look over a quick reading, watch a small video, or listen to part of a recording, let me know a few days in advance so I have time to get it up for the class.
4. After the lesson, you will write a reflection piece. The best way to grow and develop is by reflecting. You'll reflect on what went well and what you could have done better.

Steps to the project:

- Connect your lesson to past things we have learned or current things happening in our society today.
- Be creative and have fun!

Student Lesson and Semester Schedule

Dates	QUARTER 3	Student	Enrichment/ Supplemental
1/8	Review of Semester One-Charts	Class collaboration	
1/10	Student Lesson Intro-Breakdown	Class Q&A	Fallacy #5
1/12	The Enlightenment- Example lesson by Mr. Watson #1 The Enlightenment- Example lesson by Mr. Watson #2	Students grade using student lesson rubric	
1/17	Student Lesson Prep	Work as individuals and small groups	Fallacy #6
1/19	Student Lesson Prep	Work as individuals and small groups	Fallacy #7
1/23	Lesson #1- American Revolution- What is it and what ESP factors led to it? Which of the ESP factors drove the other two?	Jordan	Fallacy #8 Latin American Revolutions DBQ
1/25	Lesson #2- American Revolution- What were the ESP outcomes of the American Revolution? What kind of government was created and was it truly revolutionary?	Noah	Latin American Revolutions DBQ
1/29	Lesson #3- French Revolution- What is it and what ESP factors led to it? Which of the ESP factors drove the other two?	Mandy	Fallacy #9 Latin American Revolutions DBQ
1/31	Lesson #4- French Revolution- What were the ESP outcomes of the American Revolution? What kind of government was created and was it truly revolutionary?	Megan	Fallacy #10 Latin American Revolutions DBQ
2/2	Lesson #5- British Industrial Revolution- How did it change daily life and society? Be specific and use examples.	Sarah	Fallacy #11 Submit Latin American Revolutions DBQ
2/6	Lesson #6- British Industrial Revolution- What ESP factors changed and developed because of the Industrial Revolution?	Raven	Fallacy #12 Industrialization in Japan DBQ

	4/6/18- No lessons today		submit Fallacy Project
	QUARTER 4		
4/4	Lesson #14- World War I- What is it and what ESP factors led to it? Connect industrialization, conquests and colonies, and nationalism and reform.	Michael	<i>All Quiet</i> Intro
4/6	Lesson #15- World War I- What happened and how did it change ESP factors in Europe? How does it affect us today?	Annalie	Treaty of Versailles DBQ
4/10	Lesson #16- World War I- How did the end of the World War I and the Great Depression lead to the rise of dictators?	Ali	Nationalism and Reform and Conquest and Colonies Assessment
4/12	Lesson #17- World War II- What is it and what ESP factors led to it?	Jaylea	<i>All Quiet</i> Treaty of Versailles DBQ
4/16	Lesson #18- World War II- How did the end of WWII change the balance of global power in Europe? What were the ESP outcomes and be specific with countries.	Jaden	Treaty of Versailles DBQ
4/18	Watson- Recap World Wars, its effects, and add to timeline.		<i>All Quiet</i> Submit Treaty of Versailles DBQ
4/20	Lesson #19- Cold War Era- What is it and what differences in ideology led the United States and the Soviet Union into the Cold War? Discuss the rise of the Soviet Union through ESP factors.	Val	<i>All Quiet</i>
4/24	Lesson #20- Cold War Era- How did the tensions between the Soviets and the Americans affect Europe? Discuss ESP factors.	Kylee	<i>All Quiet</i>
4/26	Lesson #21- Cold War Era- Why did the U.S. and Soviets not engage in open war? What was the Space Race? And how did the development of all this technology affect Cuba?	Cruz	<i>All Quiet</i>
4/30	Lesson #22- Cold War Era- What ESP factors led to the rise of communist China?	Bel	Work on <i>All Quiet</i> Projects
5/2	Lesson #23- Cold War Era- What ESP factors changed in China because of communism?	Jasper	Work on <i>All Quiet</i> Projects

Honors World History: Student Lesson

Name: _____ Date of lesson: _____

Topic: _____

Score	Rationale	Comments
History- 1	Read closely and research the assigned topic. Show an understanding of how societies move and change in Western Civilization through an interactive lesson	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> Evidence of close reading for in-depth interpretation. <input type="checkbox"/> Demonstration of original thinking through the lesson. <input type="checkbox"/> Connection to outside material.	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Lesson shows clear, confident, chronological understanding of the material <input type="checkbox"/> Is able to field questions as they arise <input type="checkbox"/> Provides a lesson for a minimum of 30 minutes <input type="checkbox"/> Leads a discussion <input type="checkbox"/> Has a formative assessment by the end. No major errors or omissions with 2.0 and 3.0 elements.	
2.5	No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Has most of the elements required of the lesson <input type="checkbox"/> Shows a mostly clear understanding of the material	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	
Geography- 2	Demonstrate key geographic factors of assigned topic. This includes location, demographics, social changes, etc...	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> In-depth interpretations that move beyond the research <input type="checkbox"/> Original thinking about the topic shown through the lesson <input type="checkbox"/> Connection to outside material through the lesson or discussion	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Determine social factors or labels geographic locations and connections. <input type="checkbox"/> Discusses the importance of location and demographics (if possible) <input type="checkbox"/> Labels social causes or changes <input type="checkbox"/> Provides supporting details (video, podcast, source analysis, etc..)	
2.5	No major errors or omissions regarding the 2.0 elements and a partial knowledge of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Discusses importance of location and demographics <input type="checkbox"/> Provides supporting details (look above)	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	

Honors World History: Student Lesson

Name: _____ Date of lesson: _____

Topic: _____

<i>Score</i>	<i>Rationale</i>	<i>Comments</i>
Global Perspectives- 5	Using the formative assessments, the student analyzes and reflects on their lesson.	
4	In addition to a 3.0 score, student demonstrates sophisticated applications such as: <input type="checkbox"/> References 2-3 specific examples from the formative assessments to help answer prompt questions <input type="checkbox"/> Analyzes specific areas of lesson improvement if able to do it again	
3.5	In addition to 3.0, in-depth inferences and applications were partially correct.	
3	While engaged in grade appropriate tasks, the student demonstrates an ability to: <input type="checkbox"/> Discusses question #1 of reflection piece prompt <input type="checkbox"/> Discusses question #2 of reflection piece prompt <input type="checkbox"/> Discusses question #3 of reflection piece prompt <input type="checkbox"/> Discusses question #4 of reflection piece prompt <input type="checkbox"/> Discusses question #5 of reflection piece prompt No major errors or omissions with 2.0 and 3.0 elements.	
2.5	No major errors or omissions regarding the 2.0 elements and a partial demonstration of 3.0 elements.	
2	No major errors or omissions regarding the simpler details and processes such as: <input type="checkbox"/> Discusses at least 3 questions from reflection piece prompt	
1	The student demonstrates understanding of all 2.0 elements with help.	
0	Even with help, the student demonstrates no understanding or skill.	

Final Comments:

Reflection Prompt

To sufficiently answer these questions, each one will have a response of a minimum of 3-5 sentences. Dig deep and use the time of reflection to grow for the future!

1. How was your overall lesson?
 - a. What went well and what would you do differently if you were to do it again? Be specific.
 2. How was the discussion?
 - a. Was everyone engaged and contributing? If so, why? If not, why?
 3. What was your exit ticket/final question and discussion question(s)?
 - a. Was it the right question for the lesson? Why or why not?
 - b. Did students “get” the lesson? If so, how do you know? If not, why do you think that is?
 4. How does your topic connect in the overall scope of history? This is the “so what”. Why does this matter for us?
 5. What did you like about this project and what would you want to be different for those who do it next year?
-

2017 APRIL

CALENDAR YEAR

CALENDAR MONTH

MONDAY

FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
27	28	29	30	31	01	02
03 Introduce All Quiet on the Western Front- Assign Themes WS	04	05 Work half-day	06	07 Turn in Themes WS. All Quiet on the Western Front- Assign Chs. 1-3 WS	08	09
10 Work half-day	11 Work half-day	12	13 Turn in Chs. 1-3 WS. All Quiet on the Western Front- Assign Chs. 4-5 WS	14	15	16
17 Work half-day	18	19 Check in and work half-day	20	21 Turn in Chs. 4-5 WS. All Quiet on the Western Front- Assign Ch. 6 WS	22	23
24 Work half-day	25 Work half-day	26	27 Industrial Revolution Assessment. Turn in Ch. 6 WS. All Quiet on the Western Front- Assign Chs. 7-8 WS	28	29	30
01	02	03	04	05	06	07

2017

MAY

CALENDAR YEAR

CALENDAR MONTH

MONDAY

FIRST DAY OF WEEK

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
01 Work half-day	02	03 Turn in Chs. 7-8 WS. All Quiet on the Western Front- Assign Chs. 9-10 WS	04	05 No School	06	07
08 No School	09 <i>Conquests and Colonies</i> Assessment. Turn in Chs. 9-10 WS. All Quiet on the Western Front- Assign Chs. 11-12 WS	10	11 Work Day. Handout Semester Final Study Guide	12	13	14
15 Full Day Student Lessons	16	17 <i>WWI through Great Depression Assessment.</i> Work Day--Check in on things	18	19 Turn in Chs. 11-12 WS. Full Day Student Lessons	20	21
22	23 <i>All Quiet on the Western Front</i> Project Due	24	25	26	27	28
29 No School--Memorial Day	30 Semester Final?	31	01	02	03	04
05	06	07	08	09	10	11

lanning

Reset

17 -

Student Lesson

The Time Machine

All Quiet on the Western Front

4/03/17 12:00 am

All Quiet Schedule B Day 2017.pdf 97 KB

Individual Projects.pdf 26 KB

All Quiet on the Western Front PDF

All Quiet- Themes.pdf 317 KB

All Quiet- Ch. 1-3.pdf 88 KB

All Quiet-Ch. 4-5.pdf 221 KB

All Quiet-Ch. 6.pdf 262 KB

All Quiet-Ch. 7-8.pdf 216 KB

All Quiet-Ch. 9-10.pdf 170 KB

All Quiet- Ch. 11-12.docx 12 KB

Character Map.pdf 133 KB