

Communication and Technology Literacy: Research, organize and present information using technology
 --research topic is of common interest to the group

Chapter:

Project:

| Criteria | 0 | 1 | 2 | 3 | 4 |
|---|---|--|---|--|--|
| Content Area 21st Century Skills Communication | See grade level rubric for persuasive oral presentation | | | | |
| 21st Century Skills Collaboration & Social and Cross- Cultural Skills | Unwilling to work productively within current team grouping so that other members must take on responsibilities | Works independently but fulfills responsibility to team and contributes to group product | Demonstrates limited ability in one or more areas to work effectively, appropriately and productively with a diverse team | Demonstrates ability to work effectively, appropriately and productively with a diverse team | Demonstrates ability to work effectively, appropriately and productively with a diverse team |
| 21st Century Skills Collaboration & Social and Cross- Cultural Skills | Unwilling to compromise in decision making | Makes necessary compromises to accomplish a common goal with teacher input | Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal | Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal by leveraging the collective intelligence of the group | Exercises flexibility and willingness to be helpful in mediating necessary compromises to accomplish a common goal by leveraging the collective intelligence of the group |
| 21st Century Skills Collaboration | Assumes little to no collaborative responsibility completely few to no research note cards | Assumes responsibility for collaborative work as evidenced by incomplete research note cards and does not satisfactorily fulfill all obligations | Assumes responsibility for collaborative work as evidenced by satisfactory research note cards and fulfills all obligations | Assumes shared responsibility for collaborative work as evidenced by good research note cards and fulfills all obligations | Assumes shared responsibility for collaborative work as evidenced by exemplary research note cards and fulfills all obligations according to high standards of achievement |

Communication and Collaboration: Research, organize and present information in clear, complete and effective formats
 --research topic is of common interest to the group

Chapter: 5 and 6: American Revolution

Project: Develop a timeline to extend understanding of one aspect of the Revolutionary War.

| Criteria | 0 | 1 | 2 | 3 | 4 |
|---|---|--|---|--|--|
| Content Area 21st Century Skills American Revolution | | | | | |
| 21st Century Skills Collaboration & Social and Cross-Cultural Skills | Unwilling to work productively within current team grouping so that other members must take on responsibilities | Works independently but fulfills responsibility to team and contributes to group product | Demonstrates limited ability in one or more areas to work effectively, appropriately and productively with a diverse team | Demonstrates ability to work effectively, appropriately and productively with a diverse team | Demonstrates ability to work effectively, appropriately and productively with a diverse team |
| 21st Century Skills Collaboration & Social and Cross-Cultural Skills | Unwilling to compromise in decision making | Makes necessary compromises to accomplish a common goal with teacher input | Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal | Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal by leveraging the collective intelligence of the group | Exercises flexibility and willingness to be helpful in mediating necessary compromises to accomplish a common goal by leveraging the collective intelligence of the group |
| 21st Century Skills Collaboration | Assumes little to no collaborative responsibility completely few to no research note cards | Assumes responsibility for collaborative work as evidenced by incomplete research note cards and does not satisfactorily fulfill all obligations | Assumes responsibility for collaborative work as evidenced by satisfactory research note cards and fulfills all obligations | Assumes shared responsibility for collaborative work as evidenced by good research note cards and fulfills all obligations | Assumes shared responsibility for collaborative work as evidenced by exemplary research note cards and fulfills all obligations according to high standards of achievement |

Creativity and Innovation: Develop a creative solution to a class or school problem with a partner or in a small group.

Chapter:

Project:

| Criteria | 0 | 1 | 2 | 3 | 4 |
|--|--|--|--|--|--|
| Content Area 21st Century Skills Creativity and Innovation | No formulation of creative solution | Produces creative ideas that may make a useful contribution to the domain in which the innovation occurs | Acts on creative ideas to make or share tangible and useful contribution to the domain in which the innovation occurs | Acts on creative ideas to make and share tangible and useful contribution to the domain in which the innovation occurs | Acts on original creative ideas to make and share a tangible and useful contribution to the domain in which the innovation occurs |
| 21st Century Skills Creativity and Innovation Social and Cross-Cultural Skills | Does not seek input from others | Is open to new and diverse perspectives by taking input from others | Is open to new and diverse perspectives by actively seeking input from others | Is open and responsive to new and diverse perspectives by actively seeking input from others outside the group and incorporating their ideas | Is open and responsive to new and diverse perspectives by actively seeking a wide variety of input from others outside the group and incorporating their ideas |
| 21st Century Skills Flexibility and Adaptability | Unable to adapt to various roles or responsibilities | Adapts somewhat positively and/or productively to varied roles and responsibilities with advanced notice of change | Adapts positively and productively to certain roles and responsibilities within a climate of ambiguity and changing priorities | Adapts positively and productively to varied roles and responsibilities within a climate of ambiguity and changing priorities | Volunteers for and adapts positively and productively to varied roles and responsibilities within a climate of ambiguity and changing priorities |

Critical Thinking and Problem Solving: Follow a four-step inquiry approach to social studies that explores one side of a debate.

Chapter:

Project:

| Criteria | 0 | 1 | 2 | 3 | 4 |
|--|--|---|---|---|--|
| Content Area | Problem and solution are not fully developed | Problem and solution reflect a limited understanding of the background, current issue, or future ramifications of the problem | Problem and solution somewhat reflect an understanding of the background, current issue, or future ramifications of the problem | Problem and solution reflect an understanding of the background, current issue, and future ramifications of the problem | Problem and solution reflect a thorough understanding of the background, current issue, and future ramifications of the problem |
| 21st Century Skills Critical Thinking and Problem Solving | Questions are incomplete or unrelated to issue | Addresses questions related to the problem | Addresses questions related to the problem and recognizes how one's own perspective affects the issue | Identifies, asks and answers questions related to the problem and explains how one's own perspective affects the issue | Identifies, asks and answers significant questions related to the problem and explains how one's own perspective affects the issue |
| 21st Century Skills Critical Thinking and Problem Solving | Solution is not offered | Analyzes information to solve problems and offer one possible solution | Analyzes information to solve problems and offer possible solutions | Analyzes and synthesizes information to solve problems and answer questions among the complex choices discussed as other possible solutions | Gathers, analyzes and synthesizes information to solve problems and answer questions among the complex choices discussed as other possible solutions |
| 21st Century Skills Media Literacy | Unable to articulate how media messages are constructed in ways that can influence beliefs and behaviors | Understands that media messages are constructed in ways that can influence beliefs and behaviors | Explains how media messages are constructed in ways that can influence beliefs and behaviors | Explains and offers examples how media messages are constructed in ways that can influence beliefs and behaviors | Explains and offers various examples how media messages are constructed in ways that can influence beliefs and behaviors |
| 21st Century Skills Communication | Refer to grade level persuasive essay rubric | | | | |

Information Literacy: Document-Based Question

Chapter:

Project:

| Criteria | 0 | 1 | 2 | 3 | 4 |
|---|---|--|--|--|---|
| Content Area DBQ Essay | No response or response uses no accurate data and is unrelated to topic or is illegible or incoherent | Answers reflect only a limited understanding of the task Essay does not include examples from the documents and unit or refers only vaguely to them Ideas are not developed or supported by details Essay is poorly organized Ideas are not expressed clearly and are not relevant | Answers some aspects of the task Essay includes a few examples from the documents and unit Ideas are weakly developed, and supporting details are somewhat accurate, but inadequate Essay is organized weakly and goes off topic Ideas generally are not clearly presented | Answers most aspects of the task Essay is adequately developed and includes some information from the documents and unit Ideas are satisfactorily developed, and supporting details are accurate and adequate Essay is generally organized Ideas generally expressed clearly | Answers all aspects of the task Essay is fully developed and includes much information from the documents and unit Ideas are fully developed, and supporting details are accurate, relevant, and appropriate Essay is logically organized and coherent Ideas are expressed clearly all the time |
| 21st Century Skills Information Literacy | Evidence of accessed information is nonexistent | Evidence of accessed information exists None or very limited evaluation of information offered None or very limited use of information applied for the task | Accesses information from resources of the same type efficiently and effectively and/or shows limited evaluation of information and/or Shows limited use of the information for the issue or problem at hand | Accesses information from at least one digital and one print resource efficiently and effectively Evaluates information critically and competently Uses information accurately and creatively for the issue or problem at hand | Accesses information from a variety of digital and print resources efficiently and effectively Evaluates several sources of information critically and competently Uses information accurately and creatively for the issue or problem at hand |
| 21st Century Skills Information Literacy | Blatantly disregards the ethical/legal issues surrounding the access and use of information | Possesses a limited understanding of the ethical/legal issues surrounding the access and use of information | Possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information | Demonstrates a fundamental understanding of the ethical/legal issues surrounding the access and use of information by citing and referencing sources | Demonstrates a fundamental understanding of the ethical/legal issues surrounding the access and use of information by correctly citing and referencing sources |

Initiative and Self Direction: Explore a topic of self-interest that expands one's personal knowledge of the content.

Chapter:

Project:

| Criteria | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Content Area | Topic is unselected or there is no evidence of new learning | Heavy reliance on teacher direction for topic selection with evidence of new learning and knowledge | Self-interest in topic is articulated but evidence of new learning is and/or new knowledge is limited | Self-interest in topic is articulated and provides significant evidence of new learning and expanded knowledge | Self-interest in topic is clearly articulated and provides significant evidence of new learning and expanded knowledge |
| 21st Century Skills Initiative and Self-Direction | Provides no evidence of ability to monitor self-learning needs | Requires excessive support in using tools to monitor understanding and learning needs | Needs some support in understanding, learning needs and growth using organizational tools | Monitors one's own understanding, learning needs and growth using organizational tools | Fully tracks one's own understanding, learning needs and growth using organizational tools |
| 21st Century Skills Initiative and Self-Direction | Limited or no interest in further exploration of topics | Demonstrates a commitment as a life long learner by further exploring topics | Demonstrates a commitment as a life long learner by exploring teacher directed topics to gain expertise | Demonstrates a commitment as a life long learner by further exploring interests related to content topics to gain expertise | Demonstrates a commitment as a life long learner by further exploring interests related to content topics to gain expertise and inform others |
| 21st Century Skills Initiative and Self-Direction | Project is incomplete at due date | Unable to initiate work without teacher direction and/or action plan is incomplete | Needs reminders to utilize time efficiently and/or action plan is very unclear | Demonstrates initiative and utilizes time efficiently to manage workload according to personal action plan | Demonstrates initiative and utilizes time efficiently to manage workload according to clear personal action plan |
| 21st Century Skills ICT Literacy | Inability to use digital technology creates obstacle to project completion | Uses digital technology with excessive support to access, manage, integrate, evaluate and create information | Uses digital technology with support to access, manage, integrate, evaluate and create information | Uses digital technology with limited support to access, manage, integrate, evaluate and create information | Uses digital technology fluently to access, manage, integrate, evaluate and create information |
| 21st Century Skills ICT Literacy | Blatantly disregards the ethical/legal issues surrounding access to technology and electronic communication | Possesses a limited understanding of the ethical/legal issues surrounding access to technology and electronic communication | Possesses a limited understanding of research and communication using digital technology | Uses digital technology appropriately and ethically to research and communicate information | Uses digital technology appropriately and ethically to research and communicate information effectively to others |

Leadership and Responsibility : Service Project

Chapter:

Project:

| Criteria | 0 | 1 | 2 | 3 | 4 |
|---|---|--|---|--|--|
| Content Area | Project remains in planning stage | Project is planned and partially developed | Project is planned and developed but management was limited | Project is planned, developed and managed proficiently | Project is planned, developed and managed thoroughly |
| 21st Century Skills Leadership and Responsibility | Identification and reflection are incomplete or significantly ineffective | Identifies a limited amount of interpersonal problem-solving skills and inconsistently reflects on their use when working toward a common goal | Identifies and reflects on a limited amount of interpersonal and problem-solving skills when working toward a common goal | Identifies and meaningfully reflects on use of a variety of interpersonal and problem-solving skills when working toward a common goal | Identifies and meaningfully reflects on use of a variety of interpersonal and problem-solving skills to influence and guide others toward a common goal |
| 21st Century Skills Leadership and Responsibility | Provides no attempt to identify or leverage strengths of others to accomplish a common goal | Identifies limited examples of general strengths with or without a rationale matching strength to task to accomplish a common goal | Identifies general strengths that are not directly associated with group members and provides a rationale matching strength to task to accomplish a common goal | Identifies strengths of others in the group and provides a rationale matching strength to task to accomplish a common goal | Identifies strengths of other individuals in the group and provides a sensible rationale matching strength to task to accomplish a common goal |
| 21st Century Skills Leadership and Responsibility | Provides no attempt to identify community concerns | Identifies a general community concern but makes no attempt to communicate or advocate in that regard | Demonstrates integrity and ethical behavior by acting personally responsibly with the interests of the larger community in mind | Demonstrates integrity and ethical behavior by responsibly communicating and advocating for the collective interests of the larger community | Demonstrates integrity and ethical behavior by rigorously exploring a wide range of concerns and responsibly communicating and advocating for the collective interests of the larger community |
| 21st Century Skills Productivity and Accountability | Limited attempt to set and consistently fails to deliver work on time | Sets expectations but consistently fails to deliver work on time | Sets and mostly meets expectations for delivering work on time | Sets and meets expectations for delivering work on time | Sets and meets high standards and goals for delivering work on time |
| 21st Century Skills Productivity and Accountability | Consistently late and unreliable and behavior negatively impacts others | Recognizable patterns of lateness and/or unreliability | Some evidence of inconsistent reliability or punctuality | Demonstrates diligence and a positive work ethic by being punctual and reliable | Demonstrates diligence and a positive work ethic by being punctual and reliable and is willing to go above and beyond role responsibility to accomplish common goal |