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	CRITERIA				points
	4	3	2	1	
Contents/facts	Facts were accurate for all events reported on the timeline	Facts were accurate for at least 80% of all events reported on the timeline	Facts were accurate for at least 60% of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline	_____
Dates	All dates indicated on timeline are correct and are sequenced in the proper order	At least 1 of the dates or sequences is not in the proper order	At least 2 of the dates or sequences are not in the proper order	At least 3 of the dates or sequences are not in the proper order	_____
Learning of content	The student can accurately describe 75% or more of the events on the timeline without referring to it and quickly determine which of two events came first	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of the two events occurred first	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first	The student cannot use the timeline effectively to describe events or to compare events.	_____
resources	The timeline contained at least 9 events related to the topic	The timeline contained at least 7 events related to the topic	The timeline contained at least 5 events related to the topic	The timeline contained less than 5 events related to the topic	_____
				total	_____

Teacher comments :

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Michele Kaschub

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the name bar.

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processing 2 DTP 3 online digital tools 4 spreadsheets Creating Pathways for All Learners in the Middle Years Leyton Schnellert, Linda Watson, Nicole Widdess, Faye Brownlie, 2011-09-01 In this third volume of *It's All About Thinking* the authors focus on teaching and learning in the middle years transforming principles into practices and exploring such questions as How can we help students develop the competencies they need to become successful learners How can we create pathways to deep learning of important concepts How can we engage and support diverse learners in inclusive classrooms Nicole Linda and Leyton explore these questions and offer classroom examples to help busy teachers develop communities where all students learn focusing on the big ideas in middle years education today Project Based Learning In English For Mathematics, A Guide For Students, Teachers, And Lecturers Miftah Al Farhan, Iin Ariyanti, 2025-05-15 Buku ini menawarkan pendekatan berbasis proyek untuk pembelajaran yang efektif mendorong eksplorasi konsep melalui tantangan dunia nyata Dengan panduan langkah demi langkah pembaca akan menemukan cara merancang mengelola dan mengevaluasi proyek yang meningkatkan pemahaman serta keterampilan berpikir kritis Dilengkapi dengan contoh kasus strategi implementasi dan tips praktis buku ini dirancang untuk membantu pembaca mengembangkan solusi inovatif dalam proses belajar mengajar Baik untuk pemula maupun yang berpengalaman buku ini menjadi referensi penting bagi siapa saja yang ingin menggabungkan teori dengan praktik secara dinamis dan menarik **Active Learning Through Drama, Podcasting, and Puppetry** Kristin Fontichiaro, 2007-03-30 Contrary to the trend to do away with arts education as an unnecessary expense in schools trying to boost student test scores this book promotes and explains the value of integrated arts instruction in furthering the accomplishment of curricular objectives and fostering student achievement Accomplished library media specialist and arts instructor Kristin Fontichiaro discusses how drama shadow puppetry and podcasting can be used as tools to meet curriculum objectives in the K 8 media center By concentrating on the process of creating a piece of drama or puppetry or a podcast as opposed to the goal of performance and by infusing the arts with curriculum objectives in story or research these techniques can intensify a child's learning and provide context for classroom curriculum objectives A discussion of the affective and academic benefits of this process based work as well as sample lessons are included Photographs and examples of student work illustrate the techniques Grades K 8 *Resources for Student Assessment* Peggy Kelly, M. G. Kelly, Jon Haber, 2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels *School Library Journal* *The Oxford Handbook of Music Composition Pedagogy* Michele Kaschub, 2024 The Oxford Handbook of Music Composition Pedagogy presents an illuminating collection of philosophy research applied practice and international perspectives to highlight the practices of teaching and learning in the field of music composition The Handbook offers various strategies and approaches in composition for teachers music teacher educators and students of music education **Collaborating for Project-Based Learning in Grades 9-12** Violet H. Harada, Carolyn Kirio, Sandra Yamamoto, 2008-05 Discusses the benefits

of project based learning which encourages students to make connections between the topics they study and their personal interests and provide eleven example projects for exploring science sociology history art and math *Educational Technology Beyond Content* Brad Hokanson, Gregory Clinton, Andrew A. Tawfik, Amy Grincewicz, Matthew Schmidt, 2020-04-09 This book is the outcome of a research symposium sponsored by the Association for Educational Communications and Technology AECT Consisting of twenty four chapters including an introduction and conclusion it argues that informational content should not be the main element of education and that to provide more for learners it is necessary to go beyond content and address other skills and capabilities It also discusses the false premise that learning is complete when the information is known not when learners seek more their own directions answers and ideas The authors assert that the ability to synthesize solve problems and generate ideas is not based on specific content although education often focuses solely on teaching content Further they state that content can be separated from the learning process and that instructional design and educational technology must be about the skills habits and beliefs to be learned **Teaching for Intellectual and Emotional Learning (TIEL)** Christy Folsom, 2009-01-16 Responsibility compassion and self direction are the kind of balanced common sense characteristics that both teachers and students should develop Yet in an environment of high stakes testing common sense and educational balance are often lost amidst constant test preparation Teaching for Intellectual and Emotional Learning TIEL A Model for Creating Powerful Curriculum will help teachers and teacher educators meet their goals of mastery in basic skills and content knowledge as well as intellectual and social emotional development Sharing the experiences of real teachers who changed their teaching and helped their students understand their learning and develop skills of self direction and collaboration Folsom introduces a powerful visual model that helps teachers develop standards based curriculum that includes social emotional learning New ways of planning lessons and developing project based units that focus on developing thinking skills and social emotional learning are presented The TIEL model makes the fundamental intellectual and social emotional processes that underlie effective teaching and learning accessible to teacher educators teachers and students in gifted special and general education [How to Achieve the Common Core with Tech](#) Ask a Tech Teacher, 2013-06-05 257 pages 28 projects over 200 Common Core standards for 9 grades K 8 How to Achieve Common Core with Tech the Writing Strand is part of a five volume series that focuses on using technology to meet Common Core standards in Language Writing Reading Speaking Listening and Math *Teaching Online* Susan Ko, Steve Rossen, 2017-02-24 Teaching Online A Practical Guide is an accessible introductory and comprehensive guide for anyone who teaches online The fourth edition of this bestselling resource has been fully revised maintains its reader friendly tone and offers exceptional practical advice new teaching examples faculty interviews and an updated resource section New to this edition entire new chapter on MOOCs massive open online courses expanded information on teaching with mobile devices using open educational resources and learning analytics additional interviews with faculty case studies and examples

spotlight on new tools and categories of tools especially multimedia Focusing on the hows and whys of implementation rather than theory the fourth edition of Teaching Online is a must have resource for anyone teaching online or thinking about teaching online

Differentiated Instructional Strategies for Reading in the Content Areas Carolyn Chapman,Rita King,2003-05-08 Every teacher can be a reading teacher with an assist from differentiated instruction experts Carolyn Chapman and Rita King This teacher friendly guide to infusing phonics word analysis vocabulary development and comprehension strategies into subject area instruction uses the same eclectic blend of differentiated instruction multiple intelligences scaffolding constructivism co op learning and other teaching methods and learning activities as the original Differentiated Instructional Strategies volume by Gregory Chapman Corwin 2002 By linking reading in meaningful ways to the vocabularies of math science social studies and literature all students can improve learning and classroom achievement

The Insider's Guide to Winning Education Grants Dakota Pawlicki,Chase James,2013-11-04 Find apply for and win grant dollars for the classroom This accessible guide offers a proven step by step process for researching writing applying for and winning education grants The book educates readers on the basics of grant writing including what sources are the most reliable for securing education funding It also serves as a practice tool with worksheets proposal templates real world examples and advice from grant winning teachers to help instill confidence about navigating this somewhat daunting process Offers a proven formula for winning education grants in clear step by step instructions Includes a wealth of handy tools worksheets templates and teacher tested advice Outlines the four main components of money generating education grants Based on UNITE s celebrated Grant Writing Teacher Professional Development series The book s step by step process is filled with illustrative examples of successful grant proposals

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