

Country Research Project Rubric

	Working towards	Developing	Making	Exceeding
Content	My project contains less than 3 of the themes: holidays, food, traditions, clothing, language, buildings, currency.	My project contains at least 4 of the themes: holidays, food, traditions, clothing, language, buildings, currency.	My project contains all of the themes: holidays, food, traditions, clothing, language, buildings, currency.	My project contains all of the themes: holidays, food, traditions, clothing, language, buildings, currency and also includes extra information.
Organization	My project is not clearly organized and is missing pictures, maps and drawings.	My project has a title, some subtitles but is missing some pictures and drawings.	My project has an eye-catching title, subtitles, photographs, drawings and a map.	My project has an eye-catching title, subtitles, photographs, drawings and a map and is clearly organized. Information is clear.
Presentation	My project is not laid out in a clear way - cutting has been rushed.	My project is neat, titles are outlined in Sharpie but information is not presented in a clear manner.	My project is neat, titles are outlined in Sharpie, everything is cut out neatly and is laid out in a clear way.	My project is neat with all fonts the same, titles are outlined in Sharpie, everything is cut out neatly and is laid out in a clear way. It has been taped to make information pop out.
Technology	I don't use technology.	I used technology as part of my presentation with a little bit of information about the country I am researching.	I used technology effectively to organize and add my information.	My project contains all of the required information but also has all or video links, website links and photos to enhance knowledge.

Country Project Rubric Grade 2

Scott K. Scheuerell



Country Project Rubric Grade 2:

Teaching Lower Elementary Technology Mark Page-Botelho,2010-07-07 This book is a collection of my experience teaching lower elementary technology over the course of one year There are lessons curriculum documents and thoughts regarding many issues that can arise while teaching technology to young children This book is intended to be a reference for those who are interested in starting from scratch or for those who are looking for new ideas on how or what to teach regarding information literacy *35 Rubrics and Checklists to Assess Reading and Writing* Adele Fiderer,1998 Drawing on her extensive experience as a teacher the author shares quick clear and easy rubrics for accessing students work These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children s progress

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 **Technology in the Middle and Secondary Social Studies Classroom** Scott K. Scheuerell,2015-03-12 Technology in the Middle and Secondary Social Studies Classroom introduces pre service teachers to the research underpinning the effective integration of technology into the social studies curriculum Building off of established theoretical frameworks veteran social studies teacher educator Scott Scheuerell shows how the implementation of key technologies in the classroom can help foster higher level thinking among students Plentiful user friendly examples illustrate how specific educational tools including games social media flipped classrooms and other emerging technologies spur critical thinking and foster authentic intellectual work A rigorous study Technology in the Middle and Secondary Social Studies Classroom provides a comprehensive up to date research framework for conceptualizing successful technology rich social studies classrooms [Essentials of Elementary Social Studies](#) William B. Russell III,Stewart Waters,2017-12-06 Essentials of Elementary Social Studies is a teacher friendly text that provides comprehensive treatment of classroom planning instruction and strategies Praised for its dynamic approaches and a writing style that is conversational personal and professional this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies This fifth edition has been significantly refined with new and relevant topics and strategies needed for effectively teaching elementary social studies New features include In keeping with the book s emphasis on planning and teaching an updated chapter on lesson plans This chapter is designed to provide elementary teachers with new classroom tested lesson plans and includes two classroom tested lessons for each grade level K 6 An expanded chapter on planning This provides additional discussion about long range planning and includes examples of lesson plans with details to help students be better prepared An updated chapter on technology designed to better prepare elementary teachers to effectively incorporate technology into social studies instruction Attention is given to digital history media literacy teaching with film and music popular apps and numerous other types of impactful technology An expanded discussion of the Common Core

Standards and C3 Framework and how it affects teachers An updated chapter titled Experiencing Social Studies This chapter focuses on topics such as teaching with drama role play field trips and service learning A new eResource containing links to helpful websites and suggestions for further reading *Intercultural Service Learning* Petra Rauschert, Jacqueline Alexander, 2025-05-13 This book provides a much needed overview of the theory and practice of intercultural service learning ISL an approach that combines curricular learning intercultural encounters and community service It includes a model that outlines the essential components of this pedagogy and which is intended to serve as a foundation for practitioners developing their projects Practical examples offer templates and inspiration while the scholarly examination of the projects demonstrates the approach s potential The book concludes with considerations on how to assess intercultural and democratic competences in ISL projects and practical implementation guidelines Suitable for both in service foreign language educators at all levels and for use in teacher training the book provides a practical guide to a holistic pedagogy that is increasingly being used by educators keen to engage their students in an ever more interconnected world **Localization and Quality Assessment of Project-Based Learning in China** Xuemei Xia, 2025-09-17 This book provides a systematic assessment of the quality of Project Based Learning PBL and proposes a diagnostic criteria framework for evaluating project design and implementation It identifies key characteristics that vary as a result of differentiation The book offers a feasible framework for implementing competency based teaching on an international scale drawing from our long term exploration in China to address shortcomings in Chinese education Furthermore it delineates the boundaries and limitations of project based design facilitating professional learning in its implementation Educational practitioners will gain multidimensional perspectives to develop their capacities and critically reflect on PBL s impact on students learning processes *Integrated STEM Education in Papua New Guinea* Vinesh Chandra, Margaret Lloyd, Dann Mallet, 2026-01-01 This book showcases evidence based accounts of how school systems can tackle the challenges associated with teacher training in integrated STEM science technology engineering and mathematics education It reports on how a group of high school teachers from Papua New Guinea were upskilled in integrated STEM education through the Graduate Certificate in STEM Education course delivered by the Queensland University of Technology QUT Australia Through their own voices the teachers present examples of how they applied their new knowledge and skills in their contexts by tackling real world challenges and needs aligned with the PNG Curriculum and the United Nations Sustainable Development Goals Their narratives are framed in terms of the STEM pedagogies they adopted The book provides evidence of how knowledge gained through postgraduate training has been implemented by teachers in their respective contexts including some in rural and remote schools Through the eyes of both teacher educators and teachers this book demonstrates how integrated STEM Education can be delivered and serves as a helpful resource for academics teachers and policymakers Through these connections academia and educational jurisdictions can sharpen their strategies for providing teacher in service courses on integrated STEM Education *Management &*

References, 2010 *Middle Grade Assessments* Linda Karges-Bone, 2000-12 Includes reproducible rubrics checklists and assessment tools for all curriculum areas A glossary of terms planning questions student contract and assessment journal are also part of this comprehensive resource **Integrating Educational Technology Into Teaching** M. D. Roblyer, 2006 Side A of this DVD contains the navigation structure for accessing the contents on this DVD and side B contains video files for the clips from the classroom section *ENC Focus a Magazine for Classroom Innovators*, 2000 Houghton Mifflin History-social Science, 2007 Teach students the foundational skills they need for long lasting social studies success **Irohin**, 2001 **We the People** Houghton Mifflin Company, 1997 **Every Student Reads** Gail Bush, 2005 Features thoughts on the current state of reading instruction in our schools from leading reading experts action steps for collaborative planning and teaching to empower practitioners exemplary collaborative projects spanning K 12 grade levels and various content areas written in lesson plan format and suggested readings which highlight sources for further study of reading strategies *Understanding in the Library* David V. Loertscher, 2005 **Using Assessment to Improve Middle-grades Mathematics Teaching & Learning** Carol S. Parke, 2003 Using tasks that require students to think deeply about problem situations and communicate their mathematical understanding helps teachers determine students levels of proficiency and gain insight into students mathematical thinking This book and its companion CD include sixteen mathematics tasks that are appropriate for grades 4 through 8 and can be used for instruction and assessment purposes Descriptions of six activities illustrating various uses of the tasks and materials are also included Social Science Record, 1993 *Master The Praxis II Exam* Joan U. Levy, Norman Levy, 2006-12-28 Offers test taking tips diagnostic tests review and practice exams with answers and detailed explanations for all portions of the PRAXIS II Exam

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