

*a state of surviving; remaining
alive*



*a natural process resulting in
the evolution of organisms
best adapted to the
environment*



Survival

making it through freshman year



something that survives

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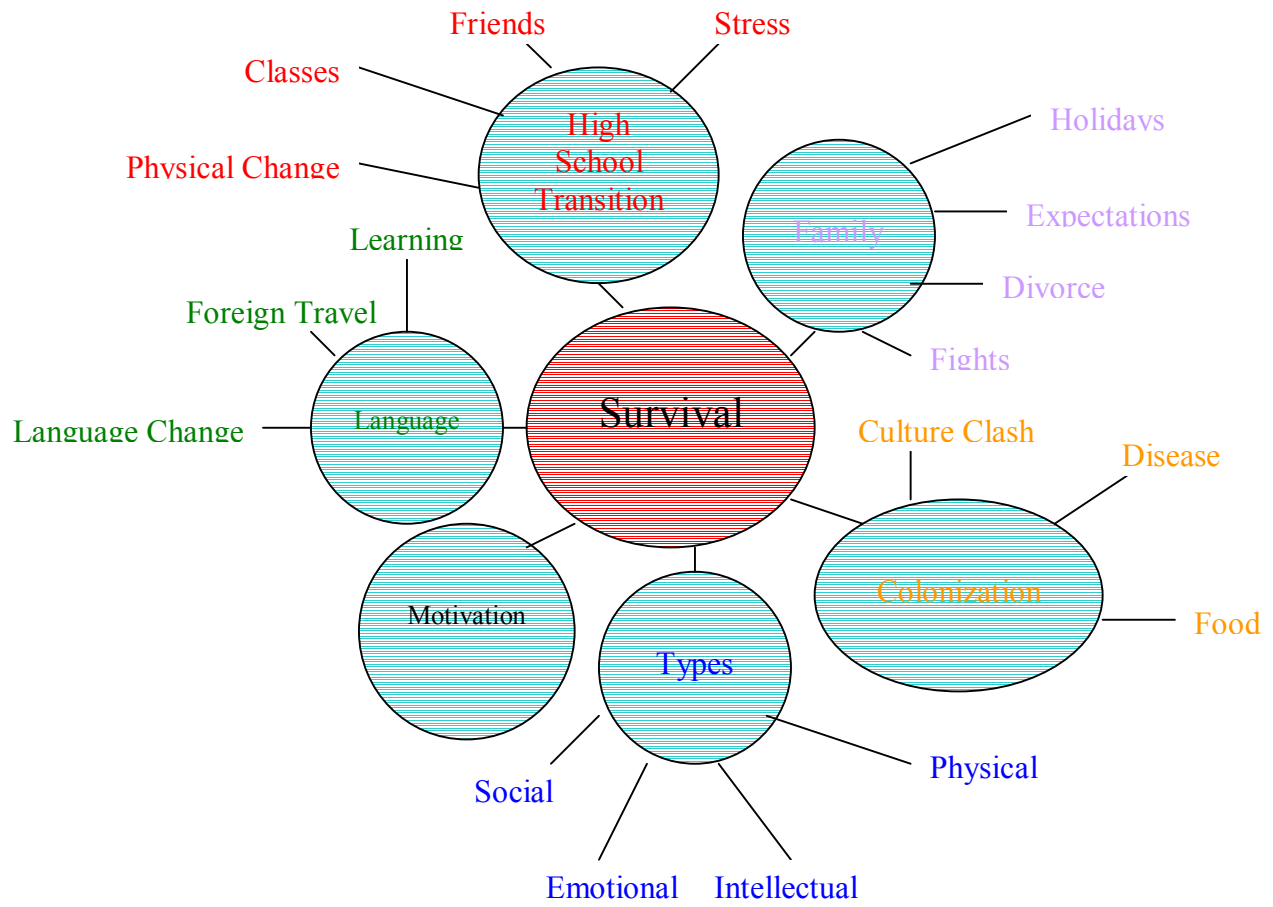
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Dear Administration,

Mr. Jacob Boggs, Mr. Howard Jankowski, and Ms. Audrey Merrell are planning a three week interdisciplinary unit for our ninth grade students. We have collaborated on a three week plan for the unit, and we propose these ideas for your approval and permission.

Each morning from 8:00 a.m. until 10:55 a.m., the students will participate in the interdisciplinary unit. The unit has the overarching theme of survival. Each teacher has a particular expertise, Social Studies, English, or French, which he or she will be relating to survival. We will also be doing some team teaching and a lot of group work.

On the first Friday of the unit, the students will travel to Chicago. In Chicago, they will explore the city, learn about the big city life, navigate by using maps, and see exciting sights. Throughout the three week period, the students will be journaling and reflecting on their experiences and learning. At the end of the unit, the students will work on compiling a survival guide to address the transition from middle school to high school. On the last day of our three week unit, students will present their survival guides to the eighth grade classes at the middle school.

We have included a budget for the buses that we will need to transport the students to Chicago for the field trip. We are also asking for parent chaperone volunteers to ensure that there will be adequate adult supervision on this trip. We are corresponding with the principal of the middle school in order to get permission to visit the eighth grade classes.

All three teachers have worked very hard to create this enriching unit, and we hope you are as excited about this unit as we are. We anticipate this unit to be beneficial to the students because it connects many disciplines and provides the students with an opportunity for community outreach. Thank you for your time and consideration of this unit.

Sincerely,

Jacob Boggs
Social Studies

Howard Jankowski
English

Audrey Merrell
French

Dear Parents,

Mr. Jacob Boggs, Mr. Howard Jankowski, and Ms. Audrey Merrell are working as a team to create a rich three week unit in which your child will be participating. We have been working together to create an exciting unit that will incorporate many different disciplines. We are excited to work with your child. Please allow us to elaborate further on our goals and ideas for this unit.

Each morning from 8:00 a.m. until 10:55 a.m., the students will participate in the interdisciplinary unit. The unit has the overarching theme of survival. Each teacher has a particular expertise, Social Studies, English, or French, which they will be relating to survival. We will also be doing some team teaching and a lot of group work.

On the first Friday of the unit, the students will travel to Chicago. In Chicago, they will explore the city, learn about the big city life, navigate by using maps, and see exciting sights. Throughout the three week period, the students will be journaling and reflecting on their experiences and learning. At the end of the unit, the students will work on compiling a survival guide to address the transition from middle school to high school. The last day of our three week unit will be spent at the middle school presenting their high school survival guides to the eighth grade classes.

All three teachers have worked very hard to create this enriching unit, and we hope you are as excited about this unit as we are. If you would like to volunteer in any way, we would appreciate any parental involvement. Thank you.

Sincerely,

Mr. Jacob Boggs
Social Studies

Mr. Howard Jankowski
English

Ms. Audrey Merrell
French

Dear Middle School Principal,

Mr. Jacob Boggs, Mr. Howard Jankowski, and Ms. Audrey Merrell are planning a three week interdisciplinary unit for our ninth grade students. We have collaborated on a three week plan for the unit, and we would like to visit the eighth grade classes and have our students present some of their work to them.

The unit has the overarching theme of survival. Our students will be working for three weeks on learning about what types of survival, situations, survival skills, and personal survival. Throughout our unit, our students will be creating their own high school survival guide. This will be an in-depth project that we believe will be useful to future high school freshman.

We seek your permission to visit your school and present to the eighth grade classes. Our students have worked very hard to create informative and interesting survival guides and are looking forward to working with your students. Thank you for your time and consideration.

Sincerely,

Jacob Boggs
Social Studies

Howard Jankowski
English

Audrey Merrell
French

Dear Local Business,

The ninth grade class at George Washington High School will be taking a trip to Chicago. While in Chicago, the students will be experiencing what it is like to survive in a large metropolitan city. The trip is reasonably inexpensive at \$25.00 per student, but some students still are not able to cover this fee. I am writing you today to see if you would be gracious enough to help defer some of this cost by sponsoring a student or two. Donations of any size will be greatly appreciated. All donations are tax deductible. If you would like to contribute or have any questions, please feel free to contact Jacob Boggs, Howard Jankowski, or Audrey Merrell at school (765-741-1121) or via email.

Thank you for your support,

Mr. Jacob Boggs
gwhighhistory@msn.com

Mr. Howard Jankowski
hajankowski@bsu.edu

Ms. Audrey Merrell
anmerrell@bsu.edu

This Form is good January 1, 2005 through December 31, 2005

I, _____, do hereby give permission for my child to attend the fieldtrip to Chicago. It is my understanding that the staff will take necessary precautions to ensure the safety of my child. I do hereby release the school and staff from any legal or financial obligation resulting from accident or injury to my child.

Student's Name _____

Address _____

Name(s) of Parent(s)/Legal Guardian(s) _____

Home Phone _____ Business Phone _____

Cell Phone _____ Other Phone _____

Alternate person to contact in case of emergency if guardian cannot be reached

Name _____ Relationship _____

Phone _____ Other Phone _____

In the event my child has need of medical attention, I hereby give my permission for the staff of George Washington High School to obtain such medical treatment deemed necessary. I understand that every effort will be made to contact me or the alternate contact listed above.

Please continue medical information on reverse side

Signed _____ Date _____

Notary _____ My Commission Expires _____

Insurance Information

(please attach a copy of the front and back sides of your insurance card)

Medical History/known allergies to food, drugs, bee stings, etc.

List all medications currently taken and what condition it is taken for.

Date of last Tetanus ___/___/___

Physician's name _____ Phone _____

**Should the need arise for simple, over-the-counter medication,
my child MAY BE GIVEN the following:**

- Aspirin
- Tylenol
- Ibuprofen
- Tums
- Pepto
- Cough medication, specifically _____
- Allergy medication, specifically _____
- Eye drops, specifically _____
- Other over-the-counter med, specifically _____

Is there any other Information that the school should be aware of?

Unit Budget

Buses to Chicago	$2 \times \$200 = \400
Lunch in Chicago	$90 \times \$10 = \900
Survival Guide Binding	$15 \times \$2 = \30
Digital Camera (school provided)	
Paper and Printing Supplies (school provided)	
Buses to Middle School (school provided)	
Total	\$1330
Fundraising Goal	\$955
Cost to Students	\$5 for \$375 total

Unit Rationale

Survival is a motif that occurs in many accounts of history, literature, and language. Issues of survival run through nearly every story, whether fiction or non-fiction. Any thing that exists today has endured and adapted after many challenges in order to survive to the present day. Stories survive. People survive. Languages survive. This interdisciplinary unit will examine the nature of survival—its forms, demands, and processes—and how change is often necessary for survival. We will look primarily at stories of survival in history and in literature and at the etymology of the French language. We will use the knowledge of these concepts as a lens through which to examine incidents of survival in students' personal lives, particularly pertaining to the transition from middle school to high school. The students will also travel to Chicago to observe and reflect on surviving in a big city. The students' reflections and conclusions about survival will culminate in a final project that will require them to create a survival guide for eighth graders who are preparing to enter high school.

Goals

Students will reflect on how they have survived various challenges in their lives, particularly concentrating on how they survived the transition from middle school to high school.

Students will study and interpret historical events, short stories, and the French language and relate them to survival in their own lives.

Students will observe and experience survival techniques necessary to live in a big city (Chicago). Students will then draw comparisons between their Chicago experience and their experiences during the transition from middle school to high school.

Students will keep daily journals and write reflection papers that track their insights and observations about survival in addition to their ideas for their final project.

Students will pull together all their knowledge and reflections about survival and create a survival guide for the transition from middle school to high school.

Content Area Standards

English:

- 9.1.1—Identify and use the literal and figurative meanings of words and understand the origins of words.
- 9.2.4—Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 9.3.5—Compare works that express a universal theme and provide evidence to support the views expressed in each work.
- 9.3.12—Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- 9.4.1—Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 9.4.3—Use precise language, action verbs, sensory details, and appropriate modifiers.
- 9.4.5—Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- 9.4.9—Use a computer to design and publish documents by using advanced publishing software and graphic programs.
- 9.5.6—Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:
 - report information and express ideas logically and correctly.
 - offer detailed and accurate specifications.
 - include scenarios, definitions, and examples to aid comprehension.
 - anticipate readers' problems, mistakes, and misunderstandings.
- 9.5.8—Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.









French:

- Standard #2: Teachers of foreign languages understand how a foreign language is learned and can create learning experiences for all students in order for them to become successful language learners.
- Standard #3: Teachers of foreign languages can communicate fluently in the foreign language and understand the culture(s) in which the language is used.
- Standard #4: Teachers of foreign languages are reflective practitioners who continually evaluate the effects of their choices and actions on students, parents, colleagues, and the community and who actively seek out opportunities to grow professionally.
- Standard #5: Teachers of foreign languages foster positive relationships with colleagues, parents, and the larger community to support students' learning and well-being.
- Standard #6: Teachers of foreign language seek opportunities for students to use the language outside the classroom, in their future careers, and as lifelong learners.

- Standard #7: Teachers of foreign languages understand how a foreign language is connected to other disciplines and provide opportunities for their students to develop an understanding of these connections.
- Standard #8: Teachers of foreign languages foster an appreciation of cultural and ethnic diversity.
- Standard #9: Teachers of foreign languages understand that learning another language enhances students' understanding of their own language and culture.
- Social Studies:
 - WH.7.4: Explain the encounters between Europeans and peoples of sub-Saharan Africa, Asia, and the Americas and the consequences for the various peoples involved in these global interactions. (Economics; Geography; Individuals, Society, and Culture)
 - WH.9.5: Analyze the causes and consequences of British and French imperialism in India. (Civics and Government; Individuals, Society, and Culture)
 - WH.10.6: Trace and explain the antecedents, causes, major events, and global consequences of the Cold War. (Civics and Government; Individuals, Society, and Culture)
 - S.1.8: Identify, evaluate, and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today. (Geography; History)
 - S.2.10: Work independently and cooperatively in class and the school and provide leadership in age-appropriate activities.
 - S.4.3: Examine the ways that groups function, such as roles, interactions, leadership. (Civics and Government)
 - S.4.5: Analyze what can occur when the rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.
 - S.7.1: Identify characteristics of a “social” problem, as opposed to an “individual” problem.

Weekly Schedule

Week 1

 Entire Group	 English
 Field Trip	 French
 French and Social Studies	 Social Studies
 English and French	
 English and Social Studies	

	Monday	Tuesday			Wednesday	Thursday	Friday
8-8:55	Survival Discussion -What is survival? -Situations -Examples	English	Social Studies	French	English/French - Comparing Fairytals	English / Social Studies -Vietnam -The things they carried	Field Trip to Chicago
9-9:55		French	English	Social Studies			
10-10:55		Social Studies	French	English			

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:55	Field Trip Discussion - Dramatic Interpretations of survival experiences	Survival Guides -Assignment Guidelines -Break into groups -Organization -Formatting	Researching High School -Interview a faculty / staff member -Take photos of school	Maps -Creating a map -Reading maps	- Compare / Contrasting - Personal Reflections
9-9:55				Tips for survival -Create lists	
10-10:55				-Introduction Letter -Table of Contents	

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:55	Working on Survival Guide - Compiling work	Working on Survival Guide -Insert pictures -Formatting -Organization	Working on Survival Guide -Editing -Copying / Binding	Practicing Presentation to Middle School	Trip to Middle School
9-9:55					
10-10:55					

Interdisciplinary Unit: Survival

Survival & The Blues

Standards: 9.2.4; 9.3.5; 9.3.12

Reading: “Sonny’s Blues” by James Baldwin

Songs: “There Must be a Better World Somewhere” and “How Blue Can You Get” by B. B. King; “Poor Boy” by Howlin’ Wolf; “The Darktown Strutters’ Ball” by Alberta Hunter

Objectives:

- Students will discuss how blues music relates to survival in “Sonny’s Blues.”
- Students will create a word collage that draws connections among the three blues songs.
- Students will relate the survival concepts expressed in blues music to other sources in the unit.

Materials:

- B.B. King, Howlin’ Wolf, and Albert Hunter CDs
- “Sonny’s Blues” text

Strategies:

- Listening to music
- Illustration—Word Collage
- Large group discussion

Procedure:

- Ask students why they think Sonny chose to play the blues and what role the blues served in his life. Relate the role of blues in Sonny’s life to the theme of survival in the story. Compare Sonny’s method of survival to his brother’s method.
- Play “There Must be a Better World Somewhere” by B. B. King, “Poor Boy” by Howlin’ Wolf, and “The Darktown Strutters’ Ball” by Alberta Hunter. Ask students to pay attention to the themes of the songs and whose voice is represented in the lyrics and the music. While listening, pull out words or phrases from the songs and create a word collage that expresses why and how the blues is used as a method for survival.
- Ask students to use their word collages to compare Sonny’s reasons for playing the blues with the lyrics in three blues songs by B.B. King, Howlin’ Wolf, and Alberta Hunter.

Evaluation:

- During the last five minutes of class, ask the students to each recall and share one thing they learned about survival from the lesson.

Interdisciplinary Unit: Survival

Survival in the New World

Standards: WH.7.4, S.2.10, S.4.3, S.4.5

Content:

The students will be taught what factors and decisions helped the British colonists survive in the New World

Objectives:

- Students will discuss which environments were best suited for survival
- Students will learn about the different encounters with the Native Americans
- Students will compare and contrast Plymouth and Jamestown colonies
- Students will decide which things are needed for survival

Procedure:

- Geography of Colonies (10-15 min.) - Have students sit in their seats as they discuss the different types of environments the colonist encountered and which environments were more conducive to colonization.
- Roanoke and First Thanksgiving (10-15 min.) - Have students divide into their groups and then discuss how the new colonists interacted with the Native Americans. The students will need to focus on how the Indians helped or hindered the colonists and why.
- Plymouth and Jamestown discussion (10-15 min.) - Have the class divide in half and one side will discuss the laws, life, and survival techniques of Plymouth and the other group will do the same with Jamestown. Then the students will share what they found about their colony with the other group.
- Basic Survival Guide (remaining time) - Have students use what they have learned to come up with a list of the things that they have found are needed in order to survive.

Materials:

- Maps
- Textbooks

Evaluation:

The survival list at the end of class.

Assignment:

The students will take what they have learned and try to translate those things needed to survive in the new world into those things needed to survive in high school.

The Stages of Change and Evolution of the French Language

Objectives:

- The students will be able to identify the different periods in which the French language evolved.
- The students will be able to name the different names of the French language.
- The students will compare the modern language with the ancient language.
- The students will create a time line of the evolution of the French language.

Contents:

The contents of this lesson will have the overall theme of survival; however it will focus on the survival and evolution of the French language. We will begin with a discussion of why language changes. Then we will cover the different stages of the changes.

Procedure:

- Discussion of why language changes
- General time line of evolution of French language
- Discussion of what main changes occurred and why
- Put the names of French in order
- Examine an ancient version of French
- Compare ancient French with modern French
- Create timelines of language evolution

Materials:

- Strips of paper with language names on them
- Ancient French text
- Paper
- Markers

Evaluation:

During the last five minutes of class, the students will be asked to go around the room and give one reason or why that the French language has changed or evolved. The students will be able to see how language had to adapt and change in order to survive.

Comparing French and English Fairy Tales

Standards:

English: 9.3.5; 9.2.4

French: 1.2; 4.1; 4.2

Objectives:

- The students will compare and contrast American and French versions of Cinderella.
- The students will hypothesize reasons for the differences in the two versions of Cinderella.
- The students will discuss the themes of the fairy tales and determine whether or not they match thematically.

Content:

The content of this lesson will be focused on the fairytale “Cinderella”. The students will be engaged in comparing two versions of the fairytale. The purpose of comparing the fairytales is to show the students that things evolve in order to survive.

Procedure:

- The students will read the English version of Cinderella.
- Next, the students will read the French version of Cinderella.
- As a class, we will make a list of the major difference between the two stories.
- Next, the students will be divided into 4 groups. Each group will focus on a different aspect of the fairytale (theme, imagery, tone, characters). They will find the differences between the versions of Cinderella.
- The class will discuss their different lists.
- From the discussion, we will lead into survival. We will ask the students to think of reasons why the same fairytale is different.
- In their groups, the students will then be challenged to find another literary example that has changed over time.
- They will present their findings to the class.

Materials:

- Copies of Cinderella in French and English
- Large paper to create lists on
- Access to the library or computers to look for other literary examples

Evaluation:

During the last five minutes of class, the students will be asked to give one reason they think literature changes or evolves in order to survive.

French Migration and Settling in Louisiana

Standards:

Social Studies: WG.2.2; WG.2.3; WG.2.4; WH.7.1; WH.7.2; WH .7.5

French: 3.2; 4.1; 4.2; 5.1

Objectives:

- The students will interpret French exploration and colonization of Louisiana.
- The students will read about different reasons for colonization in Louisiana.
- The students will discuss what made Louisiana inviting for settling.
- The students will examine maps and discuss what geographical features allowed the French to settle in Louisiana.
- The students will listen to an example of Cajun French and compare it with standard French.

Content:

This lesson will focus on they the French chose to colonize in Louisiana. The focus of the lesson will remain on survival, so the students will be looking at how the French culture changed in order to adapt to life in Louisiana and why they settle in that area.

Procedure:

- The students will examine a map of the migration of the French to Louisiana.
- The students will get into small groups and discuss what geographical features made Louisiana inviting to colonization.
- Next, the students will think of way in which the French had to change and adapt to life in a new part of the world.
- A recording of a passage in standard French will be played for the students, and then the same passage will be played in Cajun French. The students will talk about what happened to the language.
- The students will remain in their groups and pretend that they are a French person coming to Louisiana. They will create a skit that explains why they are coming to that area to settle, what they will have to do in order to adapt. They will also include information of language changes and how survival is related to these ideas.
- The students will present their skits to the class.

Materials:

- Maps
- Props for skits

Evaluation:

During the last five minutes of class, we will wrap up the discussion of the French colonization of Louisiana by going around the room and asking each student to share one reason why the French settled in this new place.

Survival in War

Reading: “The Things They Carried” by Tim O’Brien

Standards:

Social Studies: WH.10.6; S.4.3

English: 9.2.4; 9.3.12

Objectives:

- Students will relate their personal lives to the themes of the text.
- Students will compare their lives with the lives of soldiers in Vietnam.
- Students will determine the effects of war on an individual.

Procedure:

- Discuss the “things they carried” and the ways the soldiers survived in “The Things They Carried.” Look at the deeper implications behind the physical things the soldiers used to survive and determine how those symbols relate to the overarching theme of survival.
- Discuss O’Brien’s reasons for writing “The Things They Carried” and how writing can serve as a survival tactic.
- Make a list of “the things they carried” to survive in high school. Look beyond basic supplies. Consider how you would cope with challenges in high school on physical, emotional, and social levels.

Evaluation:

- Assess the list and discussion comments to determine whether students are making the connections between the text and survival in high school/survival in general.
- Ask students to summarize several comparisons during the last five minutes of class to review basic points of discussion.

Interdisciplinary Unit: Survival

Field Trip Assessment Day

Standards:

English: 9.2.4; 9.4.5; 9.5.8

Social Studies: S.1.8; S.4.3

French: 3.1, 3.2, 4.2, 5.1, 5.2

Objectives:

- Students will make connections between surviving a day in a big city and surviving the first few days of high school.
- Students will draw on examples from all content areas to examine overarching themes of survival.
- Students will summarize and analyze the experiences through dramatic interpretations.

Procedure:

- For the first hour of class, ask students to discuss their experiences in Chicago. Begin by looking primarily at the challenges they faced and the things they observed that would make it difficult to survive in a big city. Discuss how map reading and language/communication issues affected their experience. Ask students to relate their experiences in Chicago to their experiences in high school and to the information they learned in each subject lesson in during the first week of the unit. Using these examples and relationships, develop as a class a list of overarching themes or issues that people face in all types of survival. Write this list on poster boards to be displayed in the classroom.
- Ask students to choose their project groups. Using the list of survival trends that arose in discussion, have students write and perform two dramatic interpretations that show an experience in Chicago and a similar experience in high school that exemplify the survival trend they chose.

Materials:

Markers

Poster Boards

Evaluation:

- Assess the list and dramatic interpretations to determine whether students are making the connections between the various examples of survival.

Assessment

Journals Students will be expected to keep a daily journal in which they record their observations, reflections, responses to readings and class discussions/activities, and ideas for their survival guide project. Students should write at least one entry per day, but no length requirement will be provided since the journals will be evaluated on quality. The journals will be collected at the end of the first two weeks of the unit.

Reflection Paper Students will write a 3-5 page compare-contrast essay that relates their experiences, observations, and reflections during the Chicago field trip to their observations, experiences, and reflections about the transition from middle school to high school. The goal of this paper is to get students to make connections between different types of survival and recognize common threads in all types of survival while also developing ideas for their survival guide projects.

Survival Guide Students will divide into groups of five to compile a survival guide aimed at helping eighth grade students at the local middle school prepare for the transition from middle school to high school. The project should use the students' personal experiences and the course curriculum as sources in compiling the project, but the guide should focus primarily on the specific type of survival relative to entering high school. The survival guides should contain the following elements:

- captivating cover page
- table of contents
- letter of introduction
- map of the high school
- a chart which compares and contrasts middle school and high school
- tips for "fitting in"
- tips for surviving at least five different subject area classes (foreign language must be one subject)
- tips for coping with homework, studying, and other course requirements
- tips for surviving standardized testing
- a list of extracurricular school-related activities to anticipate (i.e. sports games, theatre, clubs, music, social activities, school assemblies)
- biographies of important individuals in the school (to be composed after interviews)
- photographs of people and places in the school
- personal stories and reflections on individual transitional experiences

Students will be responsible for compiling all the above elements and publishing 30 copies of their survival guides on the school computers.

Presentations Students will present their survival guides to an audience of eighth graders at the area middle school. Students will practice their presentations in front of their classmates on the day before visiting the middle school. Students will also conduct a forum with a group of eighth graders in which the students will address the eighth graders' questions and concerns about the transition to high school.

Reflective Essay Rubric

Student Name: _____

CATEGORY	4	3	2	1
Sentence Length (Sentence Fluency)	Every paragraph has sentences that vary in length.	Almost all paragraphs have sentences that vary in length.	Some sentences vary in length.	Sentences rarely vary in length.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Making A Survival Guide Rubric

Student Name: _____

CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Content	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Format	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.

Oral Presentation Rubric : Presentation to Middle School Students

Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.