



Marking Period Assignment Feedback*

Feedback by: _____

Teacher: Alexander Ott	Class: Decades in History & Film	Assignment: Decades Project
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Self-Assessment

Y N Put a \checkmark in the 'Y' or 'N' column for each criteria if it is present or absent in the assignment.

Y	N	Criteria
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part I - Formatting, Style and other "technical issues"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear header (preferably PE letterhead)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear, student friendly instructions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	No typos
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Grading parameters
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Weight of assignment relative to course specified
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clear deadlines / time frame with penalties / rewards noted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Directs students to track progress on Jupiter Grades
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part II - Pedagogy
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rubric with clear criteria
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Writing / other media used to demonstrate mastery
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Scaffolding
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Progress checkpoints
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Opportunities for revision
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Requires use of academic vocabulary
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part III - Instructional Goals
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Common-core aligned
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student independence
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Productive struggle
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence in argument
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Research, data analysis, or modeling
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Appropriate for 9-10 or 11-12 CCLS grade bands (text complexity, depth of analysis)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part IV - Danielson Framework
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1a: <i>Demonstrating Knowledge of Content & Pedagogy</i> (Interdisciplinary / intradisciplinary connections/ Anticipating student misconceptions)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1E: <i>Designing Coherent Instruction</i> (Differentiation/ Clear definition of learning outcomes/ Student Choice)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3b: <i>Questioning and Discussion</i> (Challenge students to justify thinking/ Pose questions to promote student thinking and understanding/ engage students in metacognition)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3c: <i>Engage Students in Learning</i> (Scaffolding/ Inquiry / Making thinking visible)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3d: <i>Using assessment in instruction</i> (Student awareness of assessment criteria/ opportunities for feedback/ self- assessment/ peer-to-peer feedback/ students contribute to assessment criteria)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4e: <i>Growing and Developing Professionally</i> (Inviting feedback on work/ meeting deadlines/ action research)

*** Please select 3 areas for the PL Committee to frame feedback around. Then, write these three areas of focus on the back.

*This feedback is intended to provide guidelines for quality MP assignments. The expectation is NOT that every assignment will include every attribute. Rather, please apply professional judgment, taking each attribute into consideration in design. This feedback is not evaluative in any way. The Danielson guidelines do not represent a comprehensive plan to address all critical attributes to achieve an effective or highly effective rating nor are they intended to be predictive of any rating.

Please select 3 of the attributes from parts I-IV for focused feedback and list them in the table below:

Attribute (selected by course teacher)	Next Steps (suggested by reviewer)
<i>(ex) evidence in argument</i>	<i>[The reviewer will write the next steps here]</i>
3d: Using assessment in instruction (Student awareness of assessment criteria/ opportunities for feedback/ self- assessment/ peer-to-peer feedback/ students contribute to assessment criteria)	
1E: Designing Coherent Instruction (Differentiation/ Clear definition of learning outcomes/ Student Choice)	
3c: Engage Students in Learning (Scaffolding/ Inquiry / Making thinking visible)	

General feedback from reviewer:

Warm	Cool

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Decades in History & Film Decades Project

Objective: For students to research various aspects of American culture and politics during their assigned decade (1960s, 1970s, 1980s, 1990s, or the 2000's). This is also an opportunity for students to work on research, communication and presentation skills.

Directions:

1. Students will work in groups of 4-5
2. Each group member will select an aspect(s) of their era (see topics below) to research
3. Each project should include information on the following:
 - A. Fashion/Clothing/Hairstyles (men and women)
 - B. Music
 - C. Recreation /Leisure / TV / Movies
 - D. Values (Culture, what was important, slang, etc.)
 - E. Politics / Government / Political Parties
 - F. Economy
 - G. Inventions, Technology
4. This project should provide the audience with an overall idea of what happened during that decade and what it would be like to live during that time period.
5. After researching the topic, students will need to determine the format the project will take.
6. Different formats that may be used (but are not limited to): Video, display boards, actual artifacts, scrapbook, PowerPoint presentations, slide show, games, demonstrations, or a *combination of these formats*.
7. Presentations will be given during Finals
8. The presentation should take 7-10 minutes – it should be an interactive, “lived experience”.
The complete presentation with all students participating should be approximately 20 minutes in length.

Project requirements:

1. Thorough information (in great detail) provided about the assigned decade
(2-3 paragraphs per topic – see above)
2. At least 3 different sources (in addition to the classroom wiki) are used for researching the decade (**NOTE: Wikipedia is NOT a valid resource, but the sources derived from it are**)
3. All group members must partake in researching and putting the project together – it must be identified who was responsible for what (See attached)
4. The presentation must be multi-media (using different types of content – text, pictures, music, video, PowerPoint, etc.)
5. Need to include an MLA formatted bibliography

Step 1 - Research and Data (must use at least 3 total sources)

1. Fashion

- A. What type of clothing was popular during that time period?
- B. Popular accessories?
- C. Popular hairstyles?
- D. Make sure to illustrate difference between Men and Women and social classes

2. Music

- A. What type music was popular during that time period?
- B. What musicians were popular?
- C. Try to find specific examples that could be listened to in class

3. Recreation/Leisure /TV / Movies

- A. What venue was used for entertainment? (movies, music, television, sports, etc)
- B. Popular activities (dances, games (physical and board games)
- C. Any popular movie stars, sports figures
- D. Food - What was the American diet like? Popular restaurants and/or meal? Usually cook at home or dine out? (Bring samples?)

4. Values

- A. What was important to the American people during that time period?
- B. How did they view women? People of color?
- C. Were there any movements or revolutions during that time period?
- D. Were there any popular sayings or slang?

5. Politics

- A. Who were the presidents during the decade?
- B. What political party oversaw the government or was it split?
- C. Any political scandals?
- D. Any wars?
- E. Major pieces of legislation

6. Economy

- A. How was the economy at the time?
- B. What was the unemployment rate?
- C. Were there any shortages?
- D. How was the tax rate?
- E. What was a family's yearly income at the time?

7. Inventions/Technology

- A. Were there any important/influential inventions that came out of your decade?
- B. How did the inventions impact the American people?

To break this down per marking period, you need to complete the following in order. Each member must contribute each Marking Period (MP). So, you should assign questions in each group. Letter indicates category on Decades graphic organizer, and project list.

MP1 – Fashion (A), Inventions (G)

MP2 – Politics (E), Economy (F), Values (D)

MP3 - Recreation/Leisure /TV / Movies (C), Music (B)

All MP Project Parts above are due the last school day that is 7 days before the end of the Marking Period.

Step 2 – Project

1. Determine format of the project/presentation (can include skits, PowerPoints, demonstrations, handouts, overheads, etc.)
2. Include **at least 2** visual aids
3. Be sure to include maps, graphs, photographs or other visuals to illustrate information about the time
4. The presentation should be multi-media (i.e. video clips, display board, PowerPoint, music from CD or iPod/iPhone, etc.)
5. **Include a TYPED bibliography (MLA or APA format)/work cited**
6. **AND include a typed list of all group members and what each group member was responsible for (see attached chart)**
7. The presentation should be a “lived experience” – try to be interactive
8. You must be present the day of your presentation!
9. Presentations should take 10-15 minutes. Have fun and be creative!

For Assistance on Citing Sources See:

http://www.mysocialstudiesteacher.com/wiki/index.php?title=Citation_Nation

Group Members: _____ Decade: _____

Decades Project Rubric

4 = Exemplary 3 = Very Good 2 = Satisfactory 1 = Needs Work

Self	Presentation Rubric	Teacher
____ × 6 = ____	<u>Content:</u> Includes thorough information on all assigned topics of the decade. Information is clear and accurate.	____ × 6 = ____
____ × 3 = ____	<u>Multi-media:</u> Students use at least 2 types of mediums during the presentation. Mediums used were effective.	____ × 3 = ____
____ × 3 = ____	<u>Visual Aids:</u> At least 2 visual aids are provided during the presentation. Aids clearly illustrated information.	____ × 3 = ____
____ × 5 = ____	<u>Overall Presentation:</u> Organized and fluent presentation, with use of visual aids, an attention getter, introduction and conclusion. Students present an engaging presentation that is easy to follow information.	____ × 5 = ____
Total: ____	<u>Total points possible: 68</u>	Total: ____

Self	Research	Teacher
____ × 4 = ____	<u>Documentation:</u> Used at least 3 different sources. Included source information (MLA format) with the project.	____ × 4 = ____
____ × 4 = ____	<u>Thoroughness:</u> Researched decade thoroughly. Answered all questions in each section.	____ × 4 = ____
Total: ____	<u>Total points possible: 32</u>	Total: ____

Total Points: _____/100 x 300 (100 for each Marking Period) = Final Grade: _____

Group Evaluation

Each group member will fill out the following evaluation to be submitted on the day of your presentation with your group paper.

	Who completed the written section?	Who worked on the presentation?	Who presented the information?
Fashion			
Music			
Recreation			
Values			
Politics			
Economy			
Tech/Inventions			