#### Hebrew and Christian Scriptures Quarter Project: Hebrew Bible Children's Story Instructor: Mr. Joyce Whipp Date: December 10, 2006

Student Name:			rounts: 20
Components:		Grading Scale	Point Grading Scale
Storyline -	10 pts	A = 90 - 100%	A = 45-50
Format -	10 pts	B = 83 - 89%	B = 42-44
Originality and Creativity -	10 pts	C = 76 - 82%	C = 38-41
In Class Presentation -	10 pts	D = 70- 75%	D = 35-37
Self-Assessment -	10 pts	F = less than 70	F - below 35
Grand Total -	50 pts		

10 - 8 Pts	7 - 5 Pts	4 – 1 Pts	0 Pcs	Total
The children's book has more than five illustrations with three-four simple sentences of corresponding text on each page.	The children's book has four-five illustrations with three-four simple sentences of corresponding text on each page.	The children's book has two or three illustrations with large blocks of corresponding text on each page.	The children's book is not illustrated, or only illustrated with one image.	
The book's text is age-appropriate, engaging, readily understandable to a modern audience and a faithful re- telling of the original story.	The text is age- appropriate and is a faithful re-telling of the original story.	The text is age- appropriate, but sometimes reverts to the text of original story.	The text is agr- appropriate, but simply quotes the Biblical story in full.	
Illustrations are well-crafted, colorful, and detailed. The book is put together beautifully.	Illustrations are colorful and neat.	Illustrations appear to be copied from internet or print sources.	The story appears on motebook paper or simply typed on plain white paper.	
Engages the audience and explains the story gracefully, maintains eye contact throughout the room, voice is strong with varied emphases.	Maintains eye contact throughout the room, voice is strong with a good pace and varied emphases. Story is fully explained.	Student makes eye contact infrequently, voice is monotone or hurried. Explanation of the story is confusing or incomplete.	Student mumbles, is difficult to understand, or does not make eye contact. Story is not explained.	
	The children's book has more than five illustrations with three-four simple sentences of corresponding text on each page.  The book's text is age-appropriate, engaging, readily understandable to a modern audience and a faithful retelling of the original story.  Illustrations are well-crafted, colorful, and detailed. The book is put together beautifully.  Engages the audience and explains the story gracefully, maintains eye contact throughout the room, voice is strong with varied	The children's book has more than five illustrations with three-four simple sentences of corresponding text on each page.  The book's text is age-appropriate, engaging, readily understandable to a modern audience and a faithful retelling of the original story.  Illustrations are well-crafted, colorful, and detailed. The book is put together beautifully.  Engages the audience and explains the story gracefully, maintains eye contact throughout the room, voice is strong with varied.  The children's book has four-five illustrations with three-four simple sentences of corresponding text on each page.  The text is age-appropriate and is a faithful re-telling of the original story.  Illustrations are colorful and neat.  Maintains eye contact throughout the room, voice is strong with a good pace and varied emphases. Story is fully explained.	The children's book has more than five illustrations with three-four simple sentences of corresponding text on each page.  The book's text is age-appropriate, engaging, readily understandable to a modern audience and a faithful restelling of the original story.  Illustrations are well-crafted, colorful, and detailed. The book is put together beautifully.  Engages the audience and explains the story gracefully, maintains eye contact throughout the room, voice is strong with varied in the story with a good proc and varied emphases. Story is strong with varied in the story in the story is strong with varied in the story in confusing text on each page.  The text is age-appropriate, but sometimes reverts to the text of original story.  Illustrations are colorful and neat.  Illustrations appear to be copied from internet or print sources.  Illustrations appear to be copied from internet or print sources.  Student makes eye contact infrequently, voice is monotone or these illustrations with large blocks of corresponding text on each page.  The text is age-appropriate, appropriate, but sometimes reverts to the text of original story.  Illustrations are colorful and neat.  Illustrations with large blocks of corresponding text on each page.  The text is age-appropriate, appropriate, and is a faithful re-telling of the original story.  Illustrations are colorful and neat.  Illustrations with large blocks of corresponding text on each page.  The text is age-appropriate, appropriate, but sometimes reverts to the text of original story.  Illustrations are such page.  Illustrations with large tillustrations with large to corresponding text on each page.  The text is age-appropriate, appropriate, appropriate, but sometimes reverts to the text of original story.  Illustrations are such page.  Illustrations with large tillustrations with large tillus	The children's book has more than five illustrations with three-four simple sentences of corresponding text on each page.  The book's text is age-appropriate, engaging, readily understandable to a modern audience and a faithful re-telling of the original story.  Illustrations are well-craffed, colorfid, and detailed. The book is put together beautifully.  Engages the audience and explaines the story gracefally, maintains eye contact throughout the room, voice is strong with varied maintains cye contact throughout the room, voice is strong with varied and meat.  The children's book is not illustrated, are only illustrated, are only illustrated, are only illustrated with one impage.  The text is age-appropriate, but sage-appropriate, but sometimes reverts to the text of original story.  The text is age-appropriate, but sometimes reverts to the text of original story in full.  The text is age-appropriate, but sometimes reverts to the text of original story in full.  Illustrations are colorfid and neat.  Illustrations appear to be copied from intermet or print sources.  Illustrations with large blocks of corresponding text on each page.  The text is age-appropriate, but simply guotes the Biblical story in full.  Illustrations are colorfid and neat.  Illustrations appear to be copied from intermet or print sources.  Student makes eye contact infrequently, voice is incontone or hursed. Explanation of the story is confusing or incomplete.

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Make: Three Modes of Making Matt Zigler, 2023-12-19 The Maker movement has been an excellent opportunity for people to become producers rather than just consumers and schools are recognizing the value of offering students the tools materials and skills necessary to design sophisticated and meaningful projects But teaching technical skills should not be the end goal At its best a Maker education teaches students to think and act in creative ways that can be applied to difficult challenges in all areas of life Three Modes of Making provides a framework for Maker courses in upper grades that teach students creative process skills through three key Maker modes Imitation Modification and Innovation Educators will learn the differences between the three Maker modes their associated skill sets and gain concrete methods to teach document and assess these skills Through this approach teachers will enable students to apply them to different creative needs By focusing on how to teach skill development rather than merely how to build specific objects Three Modes of Making enables students to improve and enhance their creative skills and learn ways to apply them to a wide variety of challenges This book is a road map to developing the creative problem solvers that the world needs for the future **Literacy Assessment and Intervention for Classroom Teachers** Beverly DeVries, 2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more **Oueer Adolescent Literature as a Complement to** than 150 instructional strategies and activities and other resources the English Language Arts Curriculum Paula Greathouse, Henry "Cody" Miller, 2022-02-15 This text offers secondary ELA educators guided instructional approaches for including queer themed young adult YA literature in the English language arts classroom Each chapter spotlights the reading of one queer themed YA novel and offers pre during and after reading activities that guide students to a deeper understanding of the content while increasing their literacy practices While each

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strategies for successfully navigating challenges that your team may face along the way Theory and Practice of Technology-Based Music Instruction Jay Dorfman, 2022-01-14 This book helps to establish a theoretical and practical foundation for how to teach students to use technology as the major means for developing their musicianship Including discussions of lesson planning lesson delivery and assessment readers will learn how to gain comfort in the music technology Educational Research and Innovation Fostering Students' Creativity and Critical Thinking What it Means in School Vincent-Lancrin Stéphan, González-Sancho Carlos, Bouckaert Mathias, de Luca Federico, Fernández-Barrerra Meritxell, Jacotin Gwénaël, Urgel Joaquin, Vidal Quentin, 2019-10-24 Creativity and critical thinking are key skills for complex globalised and increasingly digitalised economies and societies While teachers and education policy makers consider creativity and critical thinking as important learning goals it is still unclear to many what it means to develop these skills in a school setting To make it more visible and tangible to practitioners the OECD worked with networks of schools and teachers in 11 countries to develop and trial a set of pedagogical resources that exemplify what it means to teach learn and make progress in creativity and critical thinking in primary and secondary education **Teach to Develop Talent** Jeanne L. 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Froyd, 2015-11-18 This book provides a collection of the latest advances in engineering education in the Middle East and North Africa MENA region and sheds insights for future development It is one of the first books to address the lack of comprehensive literature on undergraduate engineering curricula and stimulates intellectual and critical discourse on the next wave of engineering innovation and education in the MENA region The authors look at recent innovations through the lens of four topics learning and teaching curriculum development assessment and accreditation and challenges and sustainability They also include analyses of pedagogical innovations models for transforming engineering education and methods for using technological innovations to enhance active learning Engineering education topics on issues such as construction health and safety urban design and environmental engineering in the context of the MENA region are covered in further detail The book concludes with practical recommendations for implementations in engineering education This is an ideal book for engineering education academics engineering curriculum developers and accreditation specialists and deans and leaders in engineering education

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