

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

**Student Name:** \_\_\_\_\_

**Points:** \_\_\_\_ / 50

**Components:**

Storyline - 10 pts  
 Format - 10 pts  
 Originality and Creativity - 10 pts  
 In Class Presentation - 10 pts  
 Self-Assessment - 10 pts  
 Grand Total - 50 pts

**Grading Scale**

A = 90 - 100%  
 B = 83 - 89%  
 C = 76 - 82%  
 D = 70- 75%  
 F = less than 70

**Point Grading Scale**

A = 45-50  
 B = 42-44  
 C = 38-41  
 D = 35-37  
 F = below 35

Category	10 – 8 Pts	7 – 5 Pts	4 – 1 Pts	0 Pts	Total
<b>Format</b>	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.	
<b>Storyline</b>	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 age-appropriate, but simply quotes the Biblical story in full.	
<b>Originality and Creativity</b>	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 notebook paper or simply typed on plain white paper.	
<b>In-Class Presentation</b>	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.	
<b>Comments:</b>					

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**An Age of Extremes** Joy Hakim,2005 Describes the time in America prior to the first World War the vast differences between the wealthy and the poor the changing from farming to factory work and the inventions of conveniences such as electric lights telephones and bicycles

**Tch Gde Bk 6 War Terrible War G8 2005** Oup,2005

**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 than 150 instructional strategies and activities and other resources

**Queer Adolescent Literature as a Complement to 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

chapter focuses on a specific queer themed YA novel readers will discover the many opportunities for cross disciplinary study Thw emphasis on English language arts content as a focus for teaching LGBTQ young adult literature marks a shift from the first edition

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Doing Research to Improve Teaching and Learning Kimberly M. Williams,2014-10-10 Given the increased accountability at the college and university level one of the most promising ways for faculty at institutions of higher education to improve their teaching is to capitalize upon their skills as researchers This book is a step by step guide for doing research to inform and improve teaching and learning With background and instruction about how to engage in these methodologies including qualitative quantitative and mixed methods Doing Research to Improve Teaching and Learning provides examples across disciplines of how to use one s research skills to improve teaching This valuable resource equips faculty with the skills to collect and use different types of research evidence to improve teaching and learning in any college and university classroom Special Features Chapter openers highlight the questions and issues that will be addressed in each chapter Recurring text boxes provide authentic examples from actual research studies student work and instructor reflections Coverage of challenges key successes and lessons learned from classroom research presents a nuanced and complete understanding of the process

*Inspiring Creativity and Innovation in K-12* Douglas Reeves,2015-05-11 Encourage a culture of innovation and creativity Innovation and creativity are imperative to educational success and require the contributions of teachers students administrators and policymakers Explore the four essentials for developing a creative mistake tolerant culture investigate teaching and leadership beliefs and practices that undermine creativity and discover

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 lab      *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 Gwénaél, 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. Paynter, 2020-12-20 Nurture the talents of all learners Are you cultivating the real world creative problem solving skills today s diverse learners need for future success Or have we leaned so far into test preparation that we ve left no room for developing our students unique talents leaving them disengaged and unmotivated With the new brain based Talent Targeted Teaching and Learning model described in this book you can focus instead on developing all students metacognitive creative problem solving and leadership skills alongside the required content standards Teach to Develop Talent applies the psychology of motivation engagement and achievement to practical culturally responsive strategies educators can use to equitably identify and develop students cognitive and social emotional skills including curiosity creativity perseverance reasoning persistence empathy and more With this book you can Identify and develop all learners aptitudes for innovation in STEM and humanities Transform any curriculum or standards into long term aims for talent development Support and assess student progress with dozens of customizable checklists templates rubrics and surveys Challenge and engage all learners especially diverse gifted students Ideal for implementation in virtual or traditional learning environments you will ensure your students long range and multi faceted success with this hands on guide      **A Gift Is for Giving** Marilyn Wickstrom, 2019-12-18 A Gift Is for Giving By Marilyn Wickstrom A Gift Is for Giving is a guide for navigating the gifted program as well as the general structure Marilyn Wickstrom taught But it s more than that This book is a group of activities that helped create the backbone for her classes This information could be useful to home schooled parents any general education teacher who has the freedom to interact their own ideas in the classroom and of course to gifted teachers as well The text includes the structure for field trips treasure hunts many quiz bowls making and selling products service projects essay writing and more The information offered within is from years of experience and learning Wickstrom hopes this book proves to be useful to everyone who reads

it Many of her classroom activities were successful and she presents the best practices she learned along the way Knowing she didn't want her experience to retire with her Wickstrom wrote this book The most important lesson she shares is Everyone has a gift and a gift is for giving

**Advances in Engineering Education in the Middle East and North Africa**

Mahmoud Abdulwahed, Mazen O. Hasna, Jeffrey E. 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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