

Bands	standard exceeded	standard met	standard nearly met	standard not met	Bands
Percentage	100-97	96-70	69-60	59-50	Percentage
Rubric Score	4	3	2	1	Rubric Score
Standar Skill 1-7.2.1: Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	I have accurately traced the journey of Muhammad across the Arabian Peninsula and described the geographic obstacles he faced and their impact on his life with no errors.	I have traced the journey of Muhammad across the Arabian Peninsula with some accuracy and described the geographic obstacles he faced and their impact on his life with some errors.	I have traced the journey of Muhammad across the Arabian Peninsula with little accuracy and described the geographic obstacles he faced and their impact on his life with many errors.	I have not accurately traced the journey of Muhammad across the Arabian Peninsula and or described the geographic obstacles he faced and their impact on his life.	
Standard Skill 2-7.2.2: Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	I have accurately described Muhammad's life using a secondary source. I have identified each chapter in his life and analyzed its effect on the Nation of Islam with no errors. I can traced Muhammad's life-long influence and teachings with 100% accuracy.	I have described Muhammad's life using a secondary source with some accuracy. I have identified each chapter in his life and analyzed its effect on the Nation of Islam with few errors. I can traced Muhammad's life-long influence and teachings with 70% accuracy.	I have described Muhammad's life using a secondary source with little accuracy. I have identified each chapter in his life and analyzed its effect on the Nation of Islam with some errors. I can traced Muhammad's life-long influence and teachings with limited accuracy.	I have not accurately described Muhammad's life using a secondary source. I have not identified each chapter in his life and analyzed its effect on the Nation of Islam. I cannot traced Muhammad's life-long influence and teachings with accuracy.	
Cross Curricular Skill 1 (ELA) RL7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I have cited 2 pieces of relevant evidence from the text to support my answer to the question concerning Muhammad's life and teachings. I have made a logical inference from the text with 100% accuracy.	I have cited 1-2 pieces of somewhat-relevant evidence from the text to support my answer to the question concerning Muhammad's life and teachings. I have made a logical inference from the text with 70% accuracy.	I have cited 1 piece of evidence from the text to support my answer to the question concerning Muhammad's life and teachings. I have made a logical inference from the text with limited accuracy.	I have cited no pieces of relevant evidence from the text to support my answer to the question concerning Muhammad's life and teachings. I have not made a logical inference from the text with any accuracy.	

<p>Cross Curricular Skill 2 (ELA) RL. <i>7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</i></p>	<p>I have described the author's main point or purpose in "The Life of Muhammad" in 4-5 sentences with 100% accuracy.</p>	<p>I have described the author's main point or purpose in "The Life of Muhammad" in 3-4 sentences with 70% accuracy.</p>	<p>I have described the author's main point or purpose in "The Life of Muhammad" in 2-3 sentences with limited accuracy.</p>	<p>I have described the author's main point or purpose in "The Life of Muhammad" in 1-2 sentences with no accuracy.</p>	
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Bands	standard exceeded	standard met	standard nearly met	standard not met
Percentage	100-97	96-70	69-60	59-50
Rubric Score	4	3	2	1
FINAL QUESTION: How do medieval artifacts reflect the societies in which they were created?	I have shown and explained what I know to clearly answer the prompt or question. I have used enough the document with citations and inferences to prove what I know using the ACE format. I have located and researched an artifact from medieval West Africa or medieval China, accurately discussed its purpose, identified its audience, and demonstrated why the artifact is important in medieval society, with accuracy and few errors.	I have enough information to answer the prompt because I have all parts or tasks completed. I have enough information from document, and I demonstrate what I know, but I don't fully explain how I know it. I have located and researched an artifact from medieval West Africa or medieval China, discussed its purpose, identified its audience, and demonstrated why the artifact is important in medieval society, with some accuracy and some errors.	I attempt to answer the driving question or complete the task because I have too little, too much or off topic information (Answer). I do not used the document to fully answer the question or complete the task (Cite). I have minimal effort in how I demonstrate what I know (Explain). I have located and researched an artifact from medieval West Africa or medieval China, accurately discussed its purpose, identified its audience, and demonstrated why the artifact is important in medieval society, with little accuracy and several errors.	I am unable to answer the driving question or complete the task because I have too little, too much or off topic information (A). I do not have enough resources or data to complete the task (C). I have poor overall quality in how to demonstrate what I know (E). I have not located or researched an artifact from medieval West Africa or medieval China, have not discussed its purpose, identified its audience, and have not demonstrated why the artifact is important in medieval society. Minimal accuracy and many errors.
Standard Skill 1: 7.3.2: Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	If researching a medieval Chinese artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within Chinese society, Student can convey its significance in Chinese history with 100% accuracy. Student can relate the artifact to developements made to the Tang and Song dynasties with 100% accuracy.	If researching a medieval Chinese artifact, student shows mastery of minimum 70% mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink to the site where they found the artifact, but not the artifact itself. Student describes the purpose of the artifact within Chinese society, with some accuracy. Student can convey its significance in Chinese history with 70% accuracy. Student can relate the artifact to developements made to the Tang and Song dynasties with 70% accuracy.	If researching a medieval Chinese artifact, student shows minmsl mastery of the vocabulary in the passage and is minimally able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, but has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with little accuracy. Student can convey its significance in Chinese history with little accuracy. Student can relate the artifact to developements made to the Tang and Song dynasties with minimal accuracy.	If researching a medieval Chinese artifact, student shows little to no understanding of grade-level vocabulary and is unable to use any grade-level vocabulary to complete the assessment. Student has not found an artifact from medieval China, copied an incorrect picture of the artifact, and has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with no accuracy. Student cannot convey its significance in Chinese history with accuracy. Student cannot relate the artifact to developements made to the Tang and Song dynasties with accuracy.

<p>Standard Skill 2: 7.3.6: Describe the development of the imperial state and the scholar-official class.</p>	<p>If researching a medieval Chinese artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within Chinese society, Student can convey its significance in Chinese history with 100% accuracy. Student can relate the artifact to development of the Chinese imperial state and the scholar-official class with 100% accuracy.</p>	<p>If researching a medieval Chinese artifact, student shows mastery of minimum 70% mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, and created a hyperlink to the site where they found the artifact, but not the artifact itself. Student describes the purpose of the artifact within Chinese society, with some accuracy. Student can convey its significance in Chinese history with 70% accuracy. Student can relate the artifact to developments of the Chinese imperial state and the scholar official class with 70% accuracy.</p>	<p>If researching a medieval Chinese artifact, student shows minimal mastery of the vocabulary in the passage and is minimally able to use this vocabulary effectively. Student has found an artifact from medieval China, copied a picture of the artifact, but has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with little accuracy. Student can convey its significance in Chinese history with little accuracy. Student can relate the artifact to developments of the Chinese imperial state and the scholar official class with minimal accuracy.</p>	<p>If researching a medieval Chinese artifact, student shows little to no understanding of grade-level vocabulary and is unable to use any grade-level vocabulary to complete the assessment. Student has not found an artifact from medieval China, copied an incorrect picture of the artifact, and has not created a hyperlink to the artifact. Student describes the purpose of the artifact within Chinese society, with no accuracy. Student cannot convey its significance in Chinese history with accuracy. Student cannot relate the artifact to developments of the Chinese imperial state and the scholar official class with accuracy.</p>
<p>Standard Skill 3: CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Student identifies an artifact from the medieval period. Student can accurately identify its purpose in medieval society by writing a 5-6 sentence paragraph on the artifact's purpose.</p>	<p>Student identifies an artifact from the medieval period. Student can identify its purpose in medieval society with some accuracy by writing a 4-5 sentence paragraph on the artifact's purpose.</p>	<p>Student identifies an artifact from the medieval period. Student can identify its purpose in medieval society with limited accuracy by writing a 3-4 sentence paragraph on the artifact's purpose.</p>	<p>Student cannot identify an artifact from the medieval period. Student cannot identify its purpose in medieval society with accuracy by writing a 2-3 sentence paragraph on the artifact's purpose.</p>

<p>Standard Skill 4: 7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.</p>	<p>If researching a medieval African artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 100% accuracy. Student can relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>	<p>If researching a medieval African artifact, student shows mastery of 70% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink to the website where the artifact was found, but not the image. Student somewhat accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 70% accuracy. Student can relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>	<p>If researching a medieval African artifact, student shows limited mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, but has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with little accuracy. Student can relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>	<p>If researching a medieval African artifact, student shows no mastery of the vocabulary in the passage and is unable to use this vocabulary effectively. Student has not found an artifact from medieval Africa, and has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student cannot convey its significance to African cultural characteristics with accuracy. Student cannot relate the artifact to cross-cultural diffusion between Africa and the Islamic Empire.</p>
<p>Standard Skill 4: 7.4.5: Describe the importance of written and oral traditions in the transmission of African history and culture.</p>	<p>If researching a medieval African artifact, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink directly to where the student found the artifact. Student accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 100% accuracy. Student can relate the artifact to oral and written traditions in medieval African culture.</p>	<p>If researching a medieval African artifact, student shows mastery of 70% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, and created a hyperlink to the website where the artifact was found, but not the image. Student somewhat accurately describes the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with 70% accuracy. Student can relate the artifact to oral and written traditions in medieval African culture.</p>	<p>If researching a medieval African artifact, student shows limited mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has found an artifact from medieval Africa, copied a picture of the artifact, but has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student can convey its significance to African cultural characteristics with little accuracy. Student can relate the artifact to oral and written traditions in medieval African culture.</p>	<p>If researching a medieval African artifact, student shows no mastery of the vocabulary in the passage and is unable to use this vocabulary effectively. Student has not found an artifact from medieval Africa, and has not created a hyperlink to the source. Student does not accurately describe the purpose of the artifact within African society. Student cannot convey its significance to African cultural characteristics with accuracy. Student cannot relate the artifact to oral and written traditions in medieval African culture.</p>
<p><i>Cross Curricular Skill 1: WHST.7.5: Understanding purpose and audience in cohesion.</i></p>	<p>Student identifies an artifact from the medieval period. Student can accurately identify its purpose in medieval society by writing a 5-6 sentence paragraph on the artifact's purpose. Student also can connect the artifact to a specific audience in medieval society. Student can accurately identify the medieval audience and connect it to the artifact's purpose in a cohesive 5-6 sentence paragraph.</p>	<p>Student identifies an artifact from the medieval period. Student can somewhat accurately identify its purpose in medieval society by writing a 4-5 sentence paragraph on the artifact's purpose. Student also can connect the artifact to a specific audience in medieval society. Student can somewhat accurately identify the medieval audience and connect it to the artifact's purpose in a cohesive 4-5 sentence paragraph.</p>	<p>Student identifies an artifact from the medieval period. Student can identify its purpose in medieval society, with little accuracy, by writing a 3-4 sentence paragraph on the artifact's purpose. Student also can make limited connections from the artifact to a specific audience in medieval society. Student can identify the medieval audience, with limited accuracy and make limited connections to the artifact's purpose in a cohesive 3-4 sentence paragraph.</p>	<p>Student cannot identify an artifact from the medieval period. Student cannot accurately identify its purpose in medieval society by writing a 2-3 sentence paragraph on the artifact's purpose. Student also cannot connect the artifact to a specific audience in medieval society. Student cannot accurately identify the medieval audience and connect it to the artifact's purpose in a cohesive 2-3 sentence paragraph.</p>

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Possible products could be _____



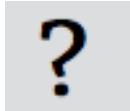
Bands	standard exceeded	standard met	standard nearly met	standard not met
Percentage	100-97	96-70	69-60	59-50
Rubric Score	4	3	2	1
FINAL QUESTION: How did the qualities of medieval European cities impact daily life for peasants?	I have shown and explained what I know to clearly answer the prompt or question. I have used enough the document with citations and inferences to prove what I know using the ACE format. I have researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society, with accuracy and few errors.	I have enough information to answer the prompt because I have all parts or tasks completed . I have enough information from document, and I demonstrate what I know, but I don't fully explain how I know it. I have researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society,, with some accuracy and some errors.	I attempt to answer the driving question or complete the task because I have too little, too much or off topic information (Answer). I do not used the document to fully answer the question or complete the task (Cite). I have minimal effort in how I demonstrate what I know (Explain). I have researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society, with little accuracy and several errors.	I am unable to answer the driving question or complete the task because I have too little, too much or off topic information (A). I do not have enough resources or data to complete the task (C) . I have poor overall quality in how to demonstrate what I know (E). I have not researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society. Minimal accuracey and many errors.
Standard Skill 1: Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the founda- tion of political order.	When researching a medieval European cities, student shows mastery of 100% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has identified the the 2 conflicting heirarchies of the monarchy and the Roman Catholic Church. Student has analyzed the societal impacts of the feudal system on medieval live, especially in the context of punishment, city development, and upward social mobility with 100% accuracy.	When researching a medieval European cities, student shows mastery of 70% of the vocabulary in the passage and is able to use this vocabulary effectively. Student has identified the the 2 conflicting heirarchies of the monarchy and the Roman Catholic Church. Student has analyzed the societal impacts of the feudal system on medieval live, especially in the context of punishment, city development, and upward social mobility with with 70% accuracy.	When researching a medieval European cities, student shows little mastery of the vocabulary in the passage and is able to use this vocabulary effectively. Student has identified the the 2 conflicting heirarchies of the monarchy and the Roman Catholic Church. Student has analyzed the societal impacts of the feudal system on medieval live, especially in the context of punishment, city development, and upward social mobility with minimal accuracy.	When researching a medieval European cities, student shows no mastery of the vocabulary in the passage and is unable to use this vocabulary effectively. Student has not identified the the 2 conflicting heirarchies of the monarchy and the Roman Catholic Church. Student has not analyzed the societal impacts of the feudal system on medieval live, especially in the context of punishment, city development, and upward social mobility.

<p>Standard Skill 2: Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</p>	<p>When researching medieval European cities, student shows mastery of 100% of the vocabulary and is able to use this vocabulary effectively. Student has traced the spread of the bubonic plague from China to Europe. Student has effectively analyzed the impact of the plague in Europe based on the city qualities that led to the spread of disease with 100% accuracy.</p>	<p>When researching medieval European cities, student shows mastery of 70% of the vocabulary and is able to use this vocabulary effectively. Student has traced the spread of the bubonic plague from China to Europe. Student has effectively analyzed the impact of the plague in Europe based on the city qualities that led to the spread of disease with 70% accuracy.</p>	<p>When researching medieval European cities, student shows limited mastery of the vocabulary and is able to use this vocabulary somewhat effectively. Student has traced the spread of the bubonic plague from China to Europe. Student has analyzed the impact of the plague in Europe based on the city qualities that led to the spread of disease with minimal accuracy.</p>	<p>When researching medieval European cities, student shows no mastery of the vocabulary and is able to use this vocabulary effectively. Student has not traced the spread of the bubonic plague from China to Europe. Student has not effectively analyzed the impact of the plague in Europe based on the city qualities that led to the spread of disease with no accuracy.</p>
<p>Standard Skill 3: Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</p>	<p>Student has traced the impact of European law practices before the implementation of Common Law with 100% accuracy. Student has effectively identified who was targeted for punishment and analyzed the social impacts of the injustice peasants experienced with 100% accuracy.</p>	<p>Student has traced the impact of European law practices before the implementation of Common Law with 70% accuracy. Student has effectively identified who was targeted for punishment and analyzed the social impacts of the injustice peasants experienced with 70% accuracy.</p>	<p>Student has traced the impact of European law practices before the implementation of Common Law with some accuracy. Student has somewhat effectively identified who was targeted for punishment and analyzed the social impacts of the injustice peasants experienced with limited accuracy.</p>	<p>Student has not traced the impact of European law practices before the implementation of Common Law with accuracy. Student has not identified who was targeted for punishment and has not analyzed the social impacts of the injustice peasants experienced with accuracy.</p>
<p><i>Cross Curricular Skill 1: CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</i></p>	<p>Student has identified the argument in the Realor's Advertisement with 100% accuracy and has made 3 points of rebuttal using accurate information about medieval European cities in the 5-7 sentence paragraph.</p>	<p>Student has identified the argument in the Realor's Advertisement with 70% accuracy and has made 3 points of rebuttal using somewhat accurate information about medieval European cities in the 4-5 sentence paragraph.</p>	<p>Student has identified the argument in the Realor's Advertisement with limited accuracy and has made 2 points of rebuttal using accurate information about medieval European cities in the 3-4 sentence paragraph.</p>	<p>Student has not identified the argument in the Realor's Advertisement and has made 1 point of rebuttal using inaccurate information about medieval European cities in the 2-3 sentence paragraph.</p>
<p>Possible products could be _____</p>				

Bands	standard exceeded	standard met	standard nearly met	standard not met
Percentage	100-97	96-70	69-60	59-50
Rubric Score	4	3	2	1
FINAL QUESTION: How does art represent Renaissance and Reformation culture?	I have shown and explained what I know to clearly answer the prompt or question. I have used enough the document with citations and inferences to prove what I know using the ACE format. I have researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society, with accuracy and few errors.	I have enough information to answer the prompt because I have all parts or tasks completed . I have enough information from document, and I demonstrate what I know, but I don't fully explain how I know it. I have researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society,, with some accuracy and some errors.	I attempt to answer the driving question or complete the task because I have too little, too much or off topic information (Answer). I do not used the document to fully answer the question or complete the task (Cite). I have minimal effort in how I demonstrate what I know (Explain). I have researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society, with little accuracy and several errors.	I am unable to answer the driving question or complete the task because I have too little, too much or off topic information (A). I do not have enough resources or data to complete the task (C). I have poor overall quality in how to demonstrate what I know (E). I have not researched medieval European cities, accurately discussed its qualities, identified flaws, and demonstrated why these conditions are important in medieval society. Minimal accuracey and many errors.
Standard Skill 1: 7.8 Analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	When dissecting a primary source from the Renaissance, student shows mastery of 100% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Renaissance ideals. Student has written a 3-4 sentence paragraph analyzing the element in context with the Renaissance with 100% accuracy.	When dissecting a primary source from the Renaissance, student shows mastery of 70% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Renaissance ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Renaissance with 70% accuracy.	When dissecting a primary source from the Renaissance, student shows little mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 2 elements of the image that represent Renaissance ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Renaissance with little accuracy.	When dissecting a primary source from the Renaissance, student shows no mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 1 element of the image that represent Renaissance ideals. Student has written a 1-2 sentence paragraph analyzing the element in context with the Renaissance with no accuracy.
Standard Skill 2: 7.9: Analyze the historical development of the Reformation	When dissecting a primary source from the Reformation, student shows mastery of 100% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Renaissance ideals. Student has written a 3-4 sentence paragraph analyzing the element in context with the Reformation with 100% accuracy.	When dissecting a primary source from the Renaissance, student shows mastery of 70% of the vocabulary is able to use this vocabulary effectively. Student has identified the the 3 elements of the image that represent Reformation ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Reformation with 70% accuracy.	When dissecting a primary source from the Reformation, student shows little mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 2 elements of the image that represent Reformation ideals. Student has written a 2-3 sentence paragraph analyzing the element in context with the Renaissance with little accuracy.	When dissecting a primary source from the Reformation, student shows no mastery of the vocabulary is able to use this vocabulary effectively. Student has identified the the 1 element of the image that represent Reformation ideals. Student has written a 1-2 sentence paragraph analyzing the element in context with the Renaissance with no accuracy.

<p><i>Cross Curricular Skill 1: CCSS.ELA-LITERACY.W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></p>	<p>Student has described their image and sourced it from either the Renaissance or the Reformation with 100% accuracy. Student used thier image analysis details to create a comprehsive 4-5 sentence paragraph connecting their image to the larger event with 100% accuracy.</p>	<p>Student has described their image and sourced it from either the Renaissance or the Reformation with 70%accuracy. Student used thier image analysis details to create a comprehsive 3-4 sentence paragraph connecting their image to the larger event with 70% accuracy.</p>	<p>Student has described their image and sourced it from either the Renaissance or the Reformation with limited accuracy. Student used thier image analysis details to create a comprehsive 2-3 sentence paragraph connecting their image to the larger event with limited accuracy.</p>	<p>Student has described their image and sourced it from either the Renaissance or the Reformation with no accuracy. Student used thier image analysis details to create a comprehsive 1-2 sentence paragraph connecting their image to the larger event with no accuracy.</p>

Possible products could be _____

Designing a PT that transforms the application of knowledge			
<p>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The PT is focused on having students apply 3 or more key understandings derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</p>			
<p>Challenging Problem or Question The PT is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</p>			
<p>Authenticity The PT has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.</p>			
<p>Student Voice & Choice The PT allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</p>			
<p>Public Product The PT requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</p>			
<p>Beyond one Class : The PT must span more than one subject area. Allowing students and subject matters to collaborate in what is expected outcomes - must have two cross curricular skills demonstrated.</p>			
<p>Timeline Expectations : The PT must be turned into Admin no later than the Monday before the PT week. All PT's must occur for grading during the PT week as designated on the master calendar. The skills/standards that must be included in the PT are related to the weeks 1-4 of that quarter and can include past standards/skills and related future standards/ skills.</p>			