

# Back to the Pasx

Eagle Core  
2009

## Interdisciplinary Curriculum Project



Mrs. Graeff  
Mrs. Smith  
Mr. Belanger  
Mrs. Addington

Name \_\_\_\_\_

To the Parents/Guardians of the Eagle Core 8<sup>th</sup> graders:

This is a copy of the Eagle Core long-term, interdisciplinary project. It will be completed over time (due dates are on the back cover), and will be presented at the 8<sup>th</sup> grade open house on May 6, 2009. The project is based on the 8<sup>th</sup> grade curriculum and addresses state standards for the four core classes.

Please review this project with your student. A replacement fee will be charged if the booklet is lost. If you have any questions, please contact one of the core teachers.

Thank you for your support.

Mrs. Graeff	American History
Mrs. Smith	Science
Mr. Belanger	Language Arts
Mrs. Addington	Math

Please sign below that you have reviewed this information with your student. Students must return the bottom portion to Mrs. Addington by **Wednesday, February 4, 2009**.

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Return to Mrs. Addington by **Wednesday, February 4, 2009**.

Student Name (Print) \_\_\_\_\_ Signature \_\_\_\_\_

Parent Name (Print) \_\_\_\_\_ Signature \_\_\_\_\_

## Language Arts

# NEWSPAPER ASSIGNMENT

For the Language Arts section of the Back to the Past assignment, you will be writing a newspaper article and publishing a group newspaper. You will be working with a group of students who are assigned to the same time period as you are. Even though you are part of a group, you are expected to complete specific, individual work as well as collaborating with your group members.

*How will I complete this assignment?*

**Research** - First, you will spend time in the library researching your time period. Each member of your group will choose one area to research. You will then spend several days acquainting yourself with the event(s) of your time period in your chosen area.

You must have a minimum of two sources (one encyclopedia or one book and one web / on-line source). You will need to take at least two pages of notes in your Social Studies journal because you will be using these notes for both your Language Arts class and Social Studies class..

**Drafting** – After you have finished collecting your notes, you will write a newspaper article based completely on facts you have learned using the inverted pyramid method. This will be explained in more detail in class. Once the rough draft is written, you will edit/ revise the newspaper article, and then complete a final draft. Your group will then assemble the newspaper, making sure that everything is spelled correctly and is well organized. You will also include a Works Cited page with your list of sources properly cited.

**Group Grade** – Even though you will receive an individual grade, you will also be graded on how well you participate in your group. If you complete your work on time and collaborate with your other group members, then you will do well. If you try to take over your group or fall behind in your work, then your grade will suffer.

*How long does the newspaper have to be?*

Each article should be about a page in length. When compiling your articles, you will use Publisher to put your work in a newspaper column format. If you would like to include illustrations or pictures in your newspaper you may, but that is not required.

*Do Spelling and Grammar count?*

Spelling and Grammar should be error free on your final draft. You will be typing your paper in the computer lab. Make sure you use the spelling and grammar check on the computer. You should also have someone in your group proofread your paper to make certain the computer did not miss any errors.

*When is this assignment due?*

**Final Draft of your own article on Thursday, January 22<sup>nd</sup>**

**Final Draft of the group newspaper on Monday, January 26<sup>th</sup>**

Name \_\_\_\_\_

## "Back to the Past" Language Arts Rubric

	AUTHOR'S reflection	In Progress	Basic	Proficient	Excellent
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Newspaper Article</b>	<p>Do you answer the 5 W's and H?</p> <p>Do you follow the inverted pyramid format?</p> <p>Did you check spelling and grammar?</p>	<ul style="list-style-type: none"> <li>-no lead in the account</li> <li>-most of this paper seems made up or is based on little research</li> <li>-contains no (or very few) sensory details</li> <li>- might only answer one or two of the 5 W's and H</li> <li>- contains many errors in spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>- lead is present, but is not very detailed</li> <li>- parts of this paper are not based on research</li> <li>- uses few sensory details</li> <li>-does not answer all the 5 W's and H</li> <li>- contains some errors in spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>-contains a lead</li> <li>-the information is based on the research; some parts might be unbelievable</li> <li>-uses sensory details</li> <li>-answers the 5W's and H</li> <li>-contains few errors in spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>-opening paragraph follows the inverted pyramid format. (I know what the article will tell me from the opening paragraph).</li> <li>-the information is based on the research</li> <li>-answers the 5 W's and H</li> <li>- follows the correct newspaper format</li> <li>-contains no spelling and grammar errors</li> </ul>
<b>Notes and Bibliography</b>	<p>Is your bibliography complete and formatted correctly?</p>	<ul style="list-style-type: none"> <li>- 1 page of notes or less</li> <li>- Bibliography is formatted incorrectly. There are less than 2 sources.</li> </ul>	<ul style="list-style-type: none"> <li>- 1+ pages of Cornell notes or notes are not Cornell style</li> <li>- Bibliography is formatted incorrectly. There may be less than 2 sources.</li> </ul>	<ul style="list-style-type: none"> <li>- 2 pages of Cornell notes</li> <li>-Bibliography is complete but not in alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>- 2+ pages of Cornell notes</li> <li>- Bibliography is complete and formatted correctly</li> </ul>
<b>Group Work</b>	<p>Did you work well with your group members?</p> <p>Did you work to resolve any conflicts?</p> <p>Did you make certain your part of the group work was completed to the best of your ability?</p>	<ul style="list-style-type: none"> <li>- Off task and had a hard time focusing</li> <li>- Missing some of your work</li> <li>-Difficult to work with/ refused to work with group members</li> </ul>	<ul style="list-style-type: none"> <li>- Occasionally off task, but would get back to work when redirected</li> <li>-Completed most of your work, or did not get everything completed on time</li> <li>-Had some difficulty working with group members</li> </ul>	<ul style="list-style-type: none"> <li>- On task and helpful</li> <li>- Completed all your work on time</li> <li>- Resolved any conflicts with group members</li> </ul>	<ul style="list-style-type: none"> <li>- Always on task and helpful</li> <li>- Completed work to the best of your ability</li> <li>- Never had any conflicts with group members</li> </ul>

# Math

## Coordinate Graph Activity - 200 points possible Due on Thursday, April 2, 2009

For the math portion of the "Back to the Past" Core Project, each student will **create a drawing on a coordinate graph**. The drawing must be of the **invention** that you have chosen for the science portion of the project. You will use what you have already learned about coordinate graphs, as well as examples presented in class, to complete your own coordinate activity.

Refer to the requirements, point values, and attached rubrics when completing the project. In order to receive the maximum points, every part listed below must be included when turning in your final project.

### 1. THE CHOICE (10 points) - due no later than Wednesday, March 4, 2009

You will need to bring in a picture of your object (about 3 inches by 3 inches). You MUST get Mrs. Addington to approve your picture. **Please note that 1 point will be lost for each day that your picture is late.**

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Mrs. Addington's Signature

### 2. THE DRAWING (100 points)

Students should first tape the picture of their object onto a piece of small grid paper that Mrs. Addington will give to them. They should draw an x-axis and a y-axis and identify coordinates on their picture. Students will use these coordinates to complete the drawing on a large piece of inch grid paper to be provided by Mrs. Addington when she approves of their picture choice. The drawing should be completed using all 4 quadrants of the grid, paying close attention to where points are placed. It should contain an x-axis and y-axis that are labeled and numbered correctly, a title that hints but doesn't tell what the object is, and colors appropriate to the drawing. Please write your name and math class period on the back of the drawing (in pencil) before turning it in.

### 3. THE DIRECTIONS (60 points)

The directions should begin by telling the reader what numbers to include on each axis before they would begin plotting coordinates. Each set of coordinates that will be connected in the drawing should be **typed** in order and should end with a stopping point before continuing on to the next set of coordinates. The directions should be typed and organized and students should identify at least **50** coordinates from their drawing and write them in the form (x, y).

**4. CHECKING AND REVISING YOUR WORK (30 pts)**

After creating your drawing and directions, you must have a friend, family member, or teacher complete your coordinate activity. Only give the directions and a piece of graph paper (provided by Mrs. Addington) to the person to see if they come up with your original drawing. **(The person's drawing will be due on Thursday, April 2, 2009 along with the rest of the project.)** This will help determine what changes you may need to make before turning in your final project. Using complete sentences, answer the following questions in the spaces provided below:

*After plotting the coordinates, did the reader's finished drawing look like your original drawing?*

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*Did you need to make any changes to your directions (i.e. were all points correctly identified)?*

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*What other additional feedback can you give after you "tested" your activity?*

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**Signature Required** - verification that someone completed your coordinate activity

\_\_\_\_\_  
NAME

\_\_\_\_\_  
SIGNATURE

\*Items to be handed in on April 2 must be stapled together, with your name and class period at the top, in the following order:

1. original picture
2. typed directions
3. drawing rubric
4. directions rubric
5. drawing completed by another person
6. checking and revising your work - this page

\*Large drawing will be presented in class on April 2, 2009.

\_\_\_\_\_  
TOTAL POINTS EARNED  
(out of 200)

Name \_\_\_\_\_ Class Period \_\_\_\_\_

## Math Rubric - The Drawing

<b>CATEGORY</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>
Labeling & Numbering of <b>x-axis and y-axis</b>	The x-axis and y-axis are not labeled and are not numbered.	The x-axis and y-axis are labeled but are not numbered.	The x-axis and y-axis are labeled and numbered somewhat clearly and correctly.	The x-axis and y-axis are labeled and numbered clearly and correctly.
Title	The drawing does not have a title.	The drawing has a title that tells what the object is.	The drawing has a title that somewhat hints but doesn't tell what the object is.	The drawing has a title that hints but doesn't tell what the object is. The title is located at the top of the graph.
Quadrants	Use of 1 quadrant, paying little attention to where points are placed.	Use of 2 quadrants, paying some attention to where points are placed.	Use of 3 quadrants, paying close attention to where points are placed.	Use of all 4 quadrants, paying very close attention to where points are placed.
Color	No color is used.	Colors are used to outline the drawing.	Colors are used that are somewhat appropriate for the drawing.	Colors are used that are appropriate for the drawing.
Neatness & Completeness	The drawing appears messy and thrown together in a hurry. Lines are visibly crooked.	The drawing is fairly neat and complete. A ruler is used to make some straight lines.	The drawing is neat and complete. A ruler is used to make most straight lines.	The drawing is exceptionally well designed, very neat and complete. A ruler is used to make all straight lines.

Name \_\_\_\_\_ Class Period \_\_\_\_\_

## Math Rubric - The Directions

<b>CATEGORY</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>
Neatness & Completeness	The work is not typed and appears sloppy and unorganized.	The work is typed and is presented in an organized fashion, but may be hard to read at times.	The work is typed and is presented in a neat and organized fashion that is usually easy to read.	The work is typed and is presented in a neat, clear, organized fashion that is easy to read.
Coordinates	At least 15 coordinates from the drawing are identified and are written in the form $(x, y)$ .	At least 25 coordinates from the drawing are identified and are written in the form $(x, y)$ .	At least 40 coordinates from the drawing are identified and are written in the form $(x, y)$ .	At least 50 coordinates from the drawing are identified and are written in the form $(x, y)$ .
Directions	The directions are difficult to understand.	The directions are somewhat detailed and specific.	The directions are mostly detailed and specific.	The directions are detailed and very specific.

# Science

START PROJECT: **APRIL 1<sup>ST</sup>**

POSTER DUE: **APRIL 27<sup>TH</sup>** FOR 3<sup>RD</sup> AND 5<sup>TH</sup> HOUR AND  
**APRIL 28<sup>TH</sup>** FOR 2<sup>ND</sup>, 4<sup>TH</sup> AND 6<sup>TH</sup> HOUR

MODEL DUE: **MAY 4<sup>TH</sup>** FOR 3<sup>RD</sup> AND 5<sup>TH</sup> HOUR AND  
**MAY 5<sup>TH</sup>** FOR 2<sup>ND</sup>, 4<sup>TH</sup> AND 6<sup>TH</sup> HOUR AND  
BRING TO 8<sup>TH</sup> GRADE PRESENTATION NIGHT

OVERVIEW: MAKE A POSTER OF AN INVENTION IN YOUR CHOSEN TIME PERIOD THAT DEMONSTRATES THE FLOW OF ENERGY IN A SYSTEM AND A SCALE MODEL OR REPLICA OF YOUR INVENTION

**POSSIBLE POINTS: 200**

REQUIREMENTS:

1. INVENTION MUST SHOW ENERGY BEING TRANSFERRED OR TRANSFORMED IN AT LEAST 3 DIFFERENT PLACES IN THE SYSTEM.
2. POSTER MUST BE AT LEAST 16" X 32" (A TRIFOLD IS REQUIRED) AND MUST CONTAIN:
  - A. PICTURE OR DRAWING OF INVENTION WITH TRANSFER AND TRANSFORMATION OF CLEARLY MARKED ARROWS AND DIAGRAMS
  - B. PARAGRAPH DESCRIBING THE OPERATION AND USE OF INVENTION AND THE YEAR THE INVENTION WAS INTRODUCED TO THE PUBLIC
  - C. PARAGRAPH ABOUT THE INVENTOR WHICH INCLUDES PERTINENT INFORMATION SUCH AS: NAME, GENDER, OCCUPATION, WHERE THEY LIVED AT THE TIME, SHORT FAMILY HISTORY, ANY DIFFICULTIES ENCOUNTERED MAKING AND MARKETING THE INVENTION ALONG WITH ANY COLLABORATORS (PEOPLE WHO HELPED DISCOVER AND OR MAKE THE INVENTION)
  - D. PARAGRAPH DESCRIBING WHAT INFLUENCE THIS INVENTION HAD ON CHANGING THE NORMS OF SOCIETY
3. POSTER WILL BE GRADED ACCORDING TO THE RUBRIC
4. RESEARCH WILL NEED TO BE DONE ON THE STUDENT'S OWN TIME
5. MAKE A SCALE MODEL OR REPLICA OF THE INVENTION TO BE DISPLAYED AT 8<sup>TH</sup> GRADE OPEN HOUSE

Name \_\_\_\_\_

### Science Inventions Poster Rubric

Incomplete 50-60%	Developing 70%	Partially Proficient 80%	Proficient 90%	Advanced 100%
Poster fails to correctly demonstrate any transformation or transfer of energy	Identification of energy flow attempted but shows confusion about concepts	Poster correctly shows the transfer or transformation of energy in one or two places	Poster correctly shows the transfer or transformation of energy in three places	Poster correctly shows the transfer or transformation of energy 4 or more places
Poster lacks biographical information	Biographical information is sketchy	Poster contains biographical paragraph with some of the following: inventor occupation, age, and family history, difficulties encountered and collaborators	Poster contains biographical paragraph complete with inventor occupation, age, and family history, difficulties encountered and collaborators	Proficient Plus:  Picture of inventor
Poster lacks paragraph describing invention's use and operation	Information describing invention's use is incorrect or confusing	Poster contains paragraph describing invention's use and operation but is complete	Poster contains paragraph completely describing invention's use and operation	Proficient Plus:  Drawing or picture of how to use the invention
Poster lacks paragraph attempting to describe the effect the invention had on changing history or societal norms	Poster contains paragraph which attempts to describe the effect the invention had on changing history or societal norms but is confused or sketchy	Poster contains paragraph describing the effect the invention had on changing history or societal norms but is incomplete	Poster contains paragraph completely describing the effect the invention had on changing history or societal norms	Proficient Plus:  Paragraph infers or relates the broader economic or social affect of the invention
Poster is illegible	Poster is unorganized and difficult to read in some places	Poster is unorganized but legible	Poster is neat, legible and layout is organized	Proficient Plus:  Poster is eye catching with creative layout, graphics or special effects
Information appears to be fictitious	Information appears to come from research but no sources are cited	One source is cited	Two sources are cited	More than two sources are cited
Facts are missing	Facts are presented but not organized into paragraphs	Paragraphs are incomplete and lack introductory sentences, supporting facts or concluding sentences	Paragraphs are complete with introductory sentences, supporting facts and concluding sentences	Proficient Plus:  Includes engaging details and transitions

Name \_\_\_\_\_

### Science Inventions Model Rubric

	55 points	75 points	85 points	100 points
3-Dimensional Exhibit	Exhibit is flat or has plastic toys, is a completed kit or is a perishable item	Exhibit is 3-dimensional, lacks neatness, evident of minimal time involved, or is missing lables	Exhibit is 3-dimensional, neat, creative uses of materials with a label attached that has a title and brief description of the exhibit	Exhibit is 3-dimensional, handmade, neat, creative use of materials with a label attached that has a title and brief description of the exhibit

# **American History**

The best way for students to learn about a specific time in history is to concentrate your study on that one time and to put themselves in the place of someone that lived during that time. Our long-term project is designed to do just that. When doing your research producing your project, mentally put yourself in that time (like time travel) and work like you were actually alive during that time. Students are to produce a scrapbook out of the written materials from all four-core classes. The scrapbook with the following assignments is due **April 29<sup>th</sup>, 2009**.

1. (30 points) To start your scrapbook, find a minimum of 5 pictures that represent the time period you have chosen. Then, type an explanation of each picture and post it under the picture. Be sure to cite from where the picture came.
2. (30 points) Choose only 5 of the following topics and draw pictures with labels which represents the time period you are researching. Your art work must be colored or shaded. (Use only 8 1/2 x 11 inch paper)
  - Self portrait in the fashion of the day
  - Activity popular in the era (sport, recreation etc.)
  - eating a meal or types of food eaten
  - place of worship
  - tradition or custom
  - at work
  - modes of transportation other than walking
  - home
3. (30 points) On a 8 1/2 x 11 inch piece of paper, create a timeline of 10 important events or discoveries that occurred during your chosen time period. It must be interesting, and not just a chronology of events. Add pictures and months when applicable.
4. (30 points) Find or create 3 headlines of the time you have chosen that represent an event that may have happened then. One of the headlines must have a political cartoon reflecting that headline. You may draw a political cartoon or find one from the era you are studying. Include (and identify) headlines from the following categories:
  - World News (Europe, Africa, Asia, Australia, nothing that happened in North America)
  - National News (Happened in North America)
  - Local News (Happened in a city, town or village)
5. (60 points) Write a two-page biography on a historical person that lived during your chosen time. Type the biography, using a size 14 font and 2 full pages is a minimum. The biography must have a MLA works cited sheet with it.
6. (20 points) Bring the MLA bibliography/works cited sheets from LA, and History and on **April 29<sup>th</sup>, 2009**.
7. (20 points) Decorate a 1-2inch binder in a way that it reflects the time you researched. Insert appropriate pages.

# Headlines and Political Cartoon Rubric

Name \_\_\_\_\_

Points \_\_\_\_\_/30

Points

9

11

13

15

Points	9	11	13	15
<b>COMPLETENESS</b>	One headline or all headlines without World, National or Local.	Three headlines, World, National and Local. No political cartoon.	Three headlines, World, National and Local headlines. Political cartoon.	Three headlines and one political cartoon. Citations under political cartoon if not drawn. World, National and Local headlines. If an actual headline is used, it is cited.
<b>LEGIBILITY</b>	Illegible, evident of minimal time invested. Not typed.	Difficult to read. Lacks organization and creativity. Some directions not followed.	Legible, but lacking organization and creativity. Some directions not followed.	Creative, completed neatly, organized and legible. Shows evidence of effort and following directions completely.
<b>Notes/Comments</b>				

# Pictures Rubric

Name \_\_\_\_\_

Points \_\_\_\_\_/30

Points

9

11

13

15

	9	11	13	15
<b>COMPLETENESS</b>	Any amount of pictures without rubric or explanation (captions). No Citations.	At least two pictures present with explanation (captions) and rubric. Citations present.	At least three pictures present with explanation (captions) and rubric. Citations present.	All five pictures that reflect the time in period with a complete explanation (captions), rubric present. Citations present.
<b>LEGIBILITY</b>	Lacks organization. Not related to the time period. No Captions.	Difficult to read the explanation (captions), pictures didn't copy clear or are not neatly displayed. Not related to the time period.	Neat, organized, and legible.	Completed neatly, organized, legible and creatively and neatly displayed.
<b>Notes/Comments</b>				

# Drawings Rubric

Name \_\_\_\_\_

Points \_\_\_\_\_/30

Points	9	11	13	15
<b>COMPLETENESS</b>	Three drawings complete and are colored or shaded. 5 stick figures not colored or shaded. Pictures are missing the label. Pictures are all on one or two pages.	Four drawings completed and are colored or shaded. Any drawings turned in without rubric attached.	Five drawings are completed with rubric attached.	Five drawings completed with attention to detail. They are shaded or colored and has a label explaining the drawing. Picture is on a 8 X 10 inch blank paper. Rubric is attached.
<b>LEGIBILITY</b>	Illegible, evident of minimal time invested. Drawn on lined paper.	Difficult to read. Lacks organization and creativity. Some directions not followed.	Legible but lacking organization and creativity. Some directions not followed.	Creative, completed neatly, organized and legible. Shows evidence of effort and following directions completely.
<b>Notes/Comments</b>				

# Timeline Rubric

Name \_\_\_\_\_

Points \_\_\_\_\_/30

Points

9

11

13

15

	9	11	13	15
<b>COMPLETENESS</b>	Timeline has less than 5 entries.	Timeline has between 5 and 8 entries. Rubric is not attached. Evident of minimal time involved.	Timeline has all 10 entries. Timeline has no pictures and lacks creativity. Rubric is attached.	Timeline is neat with all 10 entries. Evident of attention to detail and is creative. Student followed directions completely. Rubric is attached.
<b>LEGIBILITY</b>	Illegible.	Difficult to read. Lacks organization and creativity. Directions are not completely followed.	Neat, organized, and is legible but lacks creativity. Timeline is too wordy.	Creative, completed neatly, organized and not too wordy.
<b>Notes/Comments</b>				

# Biography Rubric

Name \_\_\_\_\_

Points \_\_\_\_\_/60

Points

18

21

24

30

<b>COMPLETENESS</b>	One page with spelling and grammar errors. Not typed.	A 1 and 1/4 page, 12-font typed biography of an important person. Not typed. No rubric attached.	A one and a half page, 12-font biography of an important person complete typed. Rubric attached.	A full two page biography of an important person typed. Has rubric attached.
<b>LEGIBILITY</b>	Illegible.	Difficult to read. Lacks organization. Lacks evidence of effort.	Neat, organized, and is legible and typed. It may have some hand corrections or minimal errors.	Creative, completed neatly, organized. There are no hand corrections, spelling errors or grammar errors.
<b>Notes/Comments</b>				

Name \_\_\_\_\_

## Scrapbook Rubric

Scrapbook is neat, organized and creative      1      5      8      10

1. Language Arts

a. Back to the Past News Article - 5

2. American History

a. Five pictures with labels of the appropriate time period - 5

b. Five drawings with labels which represent the time period - 5

c. Timeline of 10 important events - 5

d. Headlines of the time period, one political cartoon - 5

e. Biography of important person - 5

3. Math

a. Typed Directions - 2

b. Revisions - 2

4. Work Cited Page (bibliography) – 31

**Total points** \_\_\_\_\_ **/75**

Name \_\_\_\_\_

## Back to the Past Student Checklist

Assignment	Class	Due Date	Possible Points	Earned Points
Students Select Topic	American History	January 2009	X	X
Newspaper Assignment	Language Arts	1/26/2009	200	
Scale Drawings	Math	4/2/2009	200	
Invention/Energy Poster	Science	4/27/2009 or 4/28/2009	100	
Scrapbook	American History	4/29/2009	75	
Invention/Energy Model	Science	5/4/2009 or 5/5/2009	100	
Student Monitoring of Project at Open House (1 hour)	Math	5/6/2009	Extra Credit – 25	
Time Period Attire	Language Arts	5/6/2009	Extra Credit – 25	
Time Period Attire	American History	5/6/2009	Extra Credit – 25	
Open House Clean Up	Science	5/6/2009	Extra Credit – 25	