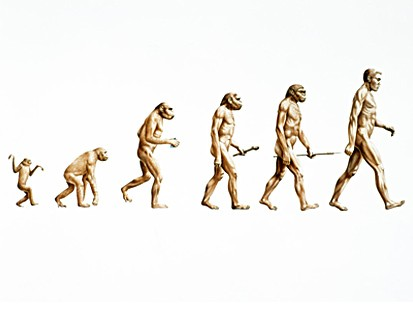
**Socials 7 Early People Weebly Assignment**

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**Instructions**

Your task is to complete research and create a Weebly website that explains the significance and importance of the following early man species:

1. Australopithecus
2. Homo Habilis
3. Homo Erectus
4. Neanderthal
5. Cro-Magnon

You should divide your work into pages or sections according to each species. Each *and every* section must include the following:

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| **Introduction** | **Archaeological Artifact** | **Species**  **Importance** | **Image** |
| This should highlight what your readers are about to view in very general terms. It is essentially a preview of what’s to come. | Explain the significance of a **real and specific artifact from this species** (e.g., Lucy, Leakey’s footprints, Gibraltar 1, etc.). Attempt to explain where and when it was found, what scientists were able to learn from it, and why it is important. | Your work must explain why, based on your research, **you** think this species is an important step in the evolution of modern man. | The image should expand, explain, or illustrate your species importance. |

Additionally, there is a 6th, **summary** or **conclusion section**. This section should link the ideas presented in earlier sections. The goal of this section is to demonstrate any connections or themes you’ve been able to discover from the research you’ve done. You could write about topics such as:

* What you think the future evolution of humans will look like
* Themes that are similar common to all species
* Some other idea you present to your teacher for approval… be creative!

You must also **include at least two other non-fiction elements** such as maps, timelines, charts, diagrams, labels, a glossary, or captions to help support your ideas. Finally, you may want to include additional links to other websites either within your sections or on a separate tab.

**Learning Intentions**

* Foster critical thinking skills
* Develop strong organizational and nonfiction writing skills
* Practice researching skills and become acquainted with a variety of resources
* Cultivate a positive on-line footprint
* Deeply learn about the stages of human development
* Refine design and presentation skills to effectively express yourself

**Assessment**

**Assessment for Learning**

You will take time throughout the assignment to conference with your teacher. During these conferences you will be given both positive and constructive feedback on your progress so you know which aspects of your research and design you can focus on and which parts you could improve. The goal of these meetings will be help you plan ways to demonstrate critical thinking, non-fiction writing, and research skills. You will also be asked to complete a self-evaluation that will help you reflect on and understand your work habits.

**Assessment of Learning**

You will receive a cumulative mark for the assignment based on your overall work. You will be assessed according to the Information and Communications Technology Integration (ICTI) *BC Performance Standards* that have been adapted for this assignment. Based on your reflection and how well you’ve met the criteria of the rubric you will receive a total score out of 40.

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| **Early People Weebly Assignment Rubric** | | | | | | |
|  |  | **Not Yet Within Expectations** | **Minimally Meets Expectations** | **Fully Meets Expectations** | **Exceeds Expectations** |  |
| **Collecting** | Selection of technology tools | * Selects inappropriate technology tools | * May not discriminate appropriate tools * Relies on a limited number of resources | * Selects appropriate [technology tools](javascript:void(0);) * Gathers information from various sources and databases | * Effectively uses appropriate [technology tools](javascript:void(0);) * Selects a wide range of supporting facts and evidence | /4 |
| Accuracy and appropriateness of information | * Selects limited information * Gathers information uncritically | * Selects information that is incomplete or inappropriate; irrelevant and inaccurate details * Illustrates only one perspective | * Selects critical content information; relevant, current and accurate; includes no unrelated data * Illustrates more than one perspective | * Information demonstrates appreciation of the complexity of the task; assesses reliability and relevance * Illustrates various perspective | /4 |
| **Organizing** | Sorting and grouping information; storing information so it is searchable and retrievable | * Does not sort or group information * Does not create any filing system * Information is difficult to locate or access | * Attempts to group like information * File management is simplistic * Student can find the information needed, but others cannot | * Sorts and groups information logically * Creates a logical file management system * Data can be searched and retrieved efficiently | * Groups information to support complexity of the task * File management enhances understanding * Data can be easily searched and retrieved | /4 |
| **Interpreting and Analyzing** | Use of technology tools to convey and build ideas, illustrate connections and relationships, and extrapolate or predict to build new understanding | * Selects technology inappropriate to the task * Does not demonstrate connections among ideas and concepts | * Uses technology to convey ideas simplistically * Shows simple connections, but may show misunderstanding and few supporting details | * Uses technology to reorganize and revise information * Develops ideas; demonstrates connections among ideas; and shows relative importance | * Uses technology to reorganize and revise information to extend understanding * Develops and extends ideas in unique ways, illustrates connections among ideas and supporting details, and reveals patterns | /4 |
| **Presenting** | Referencing, including ethical use of information | * Provides no or inaccurate citations * Includes plagiarized text and uses material without references | * Lists some sources * May include some copied text and materials without references | * Lists all sources and links all citations * Conveys content in own words | * Provides complete, accurate, and linked citations * Conveys content in own words | /4 |
| Layout and design including use of technology tools, media elements, and design elements to enhance the communication of ideas | * Uses visually confusing, misleading, or distracting layout and design elements * Text may not be readable * Presentation is difficult to navigate | * Uses simplistic and ineffective layout and design; does not visualize ideas * Some text may not be readable * Cumbersome navigation | * Layout and design and media elements provide a meaningful representation of thinking; effects are helpful, well-balanced, undistorted, smooth transitions * All text is readable * Presentation is user friendly | * Layout and design convey ideas uniquely * Elicits a personal response in the audience * Merges media and layout and design elements in a unique fashion to enhance meaning presentation is user driven, intuitive | /4 |
| Organization of ideas and development of an argument that leads to a resolution | * Disorganized; content not broken down into meaningful units * Tone and language are inappropriate * Lacks a resolution or conclusion is unsupported; provides a single or biased perspective | * Presentation has some organization * Tone and language are suitable * Argument is evident but may be difficult to follow * Provides a resolution or conclusion that is not fully supported | * Presentation is logical and thoughtful * Tone and language are appropriate * Argument is clearly articulated and supported * Provides a resolution or logical conclusion that is clearly stated and supported | * Purposeful and logical, presentation enhances or extends understanding * Tone and language are engaging * Argument demonstrates extension of thinking and new knowledge * Resolution or conclusions are logically stated and fully supported | /4 |
|  | |  |  |  |  | **/28** |

**Early People Weebly Assignment Self Assessment Rubric**

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|  |  | **Not Yet Within Expectations** | **Minimally Meets Expectations** | **Fully Meets Expectations** | **Exceeds Expectations** |  |
| **Critical Thinking** | Ability to think analytically and efficiently | Not effective at using intellectual skills such as analysis, assessment, engagement, and creativity.  No evidence of self-guided, self-disciplined thinking | Some skill at using intellectual skills such as analysis, assessment, engagement, and creativity.  Sometimes demonstrated self-guided, self-disciplined thinking | Very effective at using intellectual tools such as analysis, assessment, engagement, and creativity.  Usually demonstrated self-guided, self-disciplined thinking | Highly skilled and effective at using intellectual tools such as analysis, assessment, engagement, and creativity.  Consistently demonstrated self-guided, self-disciplined thinking | /4 |
| **Work Habits** | Work habits that will contribute to a well crafted final product | Rarely modelled a high degree of responsibility, a productive and respectful attitude. Demonstrated a poor sense of independence | Often modelled a high degree of responsibility, a productive and respectful attitude.  Demonstrated some sense of independence | Usually modelled a high degree of responsibility, a productive and respectful attitude, and a sense of independence | Consistently modelled a high degree of responsibility, a productive and respectful attitude, and a strong sense of independence | /4 |
| **Final Product** | An assessment of the final product | The design is not effective at expressing ideas and aesthetically unpleasing  Provided themes are not even used and there is no attempt at modification  The web site is inaccurate and writing conventions are prone to errors | The design acceptably expresses ideas and is aesthetically neutral.  Provided themes are used without modification  Accuracy is intermittent throughout the web site and writing conventions show some errors | The design is effective at expressing ideas, is aesthetically pleasing, and has a consistent theme  Accuracy is evident throughout the web site and writing conventions are mostly error free | The design is highly effective at expressing ideas, is aesthetically pleasing, and has a consistent and well crafted theme  Accuracy is exemplary throughout the web site and writing conventions are entirely error free | /4 |
|  |  |  |  |  |  | **/12** |

**Assessment**

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| --- | --- |
| Weebly Assignment Rubric | /28 |
| Weebly Assignment Self Assessment | /12 |
| Total | **/40** |

Comments: