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| The challenge:

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| **http://empathicguidance.files.wordpress.com/2012/03/bigchange.pngThink of an idea to change our world--and put it into action****Who?** You**What?** MAKE A DIFFERENCE**When?** Before May 13**http://www.careerrocketeer.com/wp-content/uploads/Everybody-Wants-To-Change-The-World.pngWhere?** In your world / town / neighbors’ lives**Why?** We’ve seen what hatred and selfishness  can do in http://christinthecity.files.wordpress.com/2012/07/i-want-to-change-the-world.jpgAmerican history, but  we also see the countless positive reforms ordinary people have made.**How?** That’s for you to figure out.  Just put some time, thought,  energy, and selflessness into it. **http://www.blogcdn.com/www.dailyfinance.com/media/2009/04/helping.jpg** |
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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Brainstorming - Problems**  | Students identify more than 4 reasonable, insightful barriers/problems that need to change.  | Students identify at least 4 reasonable, insightful barriers/problems that need to change.  | Students identify at least 3 reasonable, insightful barriers/problems that need to change.  | Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.  |
| **Brainstorming - Solutions**  | Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.  | Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.  | Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.  | Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.  |
| **Campaign/****Product**  | Students create an original, accurate and interesting product that adequately addresses the issue.  | Students create an accurate product that adequately addresses the issue.  | Students create an accurate product but it does not adequately address the issue.  | The product is not accurate.  |
| **Quality of Work**  | Provides work of the highest quality.  | Provides high quality work.  | Provides work that is so-so.  | Provides work that is low quality  |
| **Focus on Work**  | Consistently stays focused on the task and what needs to be done. Very self-directed.  | Focuses on the task and what needs to be done most of the time.  | Focuses on the task and what needs to be done some of the time.  | Rarely focuses on the task and what needs to be done.  |
| **Pride**  | Work reflects this student\'s best efforts.  | Work reflects a strong effort from this student.  | Work reflects some effort from this student.  | Work reflects very little effort on the part of this student.  |

**Grading: 12 points for self-evaluation on chart above**

 **24 points for teacher’s evaluation based on above chart**

 **14 points for teacher’s grading of CHOICE category below**

CHOICE: Pick one of the following for choice points.

Put a star by the title of your choice

(or leave it blank and have me choose the best for your project)

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| **Note-taking**  | **14** With much detail, documented all efforts and effects  | **11** Documented all efforts and effects  | **8** Documented some efforts and effects  | **5** Wrote a little during the process.  |
| **Time**  | Spent four or more hours making a difference.  | Spent three hours making a difference. | Spent two hours making a difference.  | Spent only one hour making a difference.  |
| **Effect** | You made a big difference in the world (or in somebody’s world). | You made a difference.  | You improved somebody’s week.  | You improved somebody’s day.  |