

Name _____

Class Period: ½ ¾ 6/7 8/9

Group members: _____

The Curious Incident of the Dog in the Night-Time

Vocabulary Project

Value: 100 points (Summative) and 100 points (Habits of Work)

Example of film quality/layout:

<https://www.youtube.com/watch?v=pl44b5LZ7sY&noredirect=1>

Reading A. Acquire and accurately use vocabulary words and phrases in reading, writing, or speaking. (L.6)

Option #1: Movie

- Interview various people using the vocabulary words to formulate your questions.
- The film will include one member of the team talking to an interviewee.
- The interviews should be a variety of people (9-12 grade, faculty, parents) and not be of other students in this class.
- The questions you give should include at least one vocabulary word at a time and have enough context clues so that the listener would be able to guess what the word meant.
 - Open ended questions (“*Tell me about...*”, “*Describe a time when...*”) produce strong answers.
- Your final product will be a montage of interviews/questions using the vocabulary. Approx. 3-4 mins long.

Option #2: Skit

Create a skit, much like the demoed video. Using any setting/topic of your choice, build a storyline which uses a variety of the vocabulary. Don’t rely on improv for this one; plan it out! This one is likely easier to do if you are able to meet with your partner outside of school/class. Approx. 3-4 mins long.

Must-Haves Checklist:

- Opening screen & thank-you screen at the end
- Audible interviews!
- Clear video footage (cut out unnecessary screen time)!
- Words and their definitions as they are used on the screen. See example.

Word bank: *= specific to ASD; all others are in the text 1. Deviate 2. Social Norms 3. ASD (Autism Spectrum Disorder)* 4. Compulsions * 5. Gestures* 6. Hyperresponsiveness* 7. Hyporesponsiveness* 8. Prosody * 9. Senile 10. Slander	11. Apocryphal 12. Corrugated 13. Digression 14. Furrow 15. Submersible 16. Vessel 17. Burrow 18. Anemic 19. Irrate 20. Giddy 21. Profane 22. Fatigue	23. Mire 24. Marred 25. Implode 26. Acute 27. Tether 28. Luminous 29. Cosmopolitan 30. Negligible 31. Resonant 32. Cog
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Vocabulary Project Rubric

	1 (0-76) Still workin' on it	2 (77-85) Approaching Meets	3 (86-92) Meets	4 (93-100) Exceeds
Vocabulary usage (group): _____/100 points (Summative Assessment)				
# of words used.	1-7 words	8-13 words	14-19 words	20-25 words!
Each word is used correctly.	There are frequent errors in how the words are used.	Words are sometimes used correctly. Context clues may be missing to help the audience understand.	Words are used correctly. Very few/infrequent errors in how they are used.	Words are all use correctly and there are clear context clues for difficult words.
The word and the definition of the word scroll across the screen.	No/limited words or definitions are used, or there are significant errors.	Words and definitions are sometimes shown; some may be missing or need editing.	Words and definitions are almost all shown on the screen when they are used.	Words and definitions are always included into the video.
Quality (group): _____/50 (Habits of work)				
Audible interviews.	Frequent audio distractions, such as outside voices, sounds, or cut off voices.	Audio contains some extra noise or has lost voices which detract from final product.	Audio is clear; limited "extra" noise or lost voices	Audio is always clear. Outside noise/cut-off audio doesn't distract from final product.
Clear footage/edited.	Camera is not steady. Footage is not clear. Random footage (outtakes) are awkwardly included.	Camera is not sometimes steady, footage is sometimes clear. Editing has not eliminated all extra footage.	Camera is mostly steady, footage is clear. Limited "extra" or unnecessary footage.	Camera is always stead, and footage is always clear. Footage it important information only. Well-edited.
Preparedness, Determination, and Engagement (individual grade): _____/50 (Habits of work)				
Preparedness - timeliness - organization	I rarely meet deadlines and established criteria with my work. I am rarely prepared for class.	I sometimes meet deadlines and established criteria with my work. I am sometimes prepared for class.	I regularly meet deadlines and established criteria with my work. I am usually prepared for class.	I always meet deadlines and established criteria with my work. I am always prepared for class.
Engagement - participation -interpersonal involvement -group-work	I choose not to participate in class activities and do not contribute positively. I do not complete assignments without continual reminders from peers or teachers.	I hesitate to participate in class or work cooperatively and respectfully with others. I have to be prompted more than once to begin work and let others take the lead during group work	I participate positively in class. I regularly work cooperatively and respectfully with other and follow directions I take ownership of the work I am doing and demonstrate authenticity and thoroughness in my work.	I am a supportive peer leader and invigorate others with my energy and enthusiasm. I challenge myself with work that goes above and beyond.
Determination - ability to self-assess -persistence - effective use of feedback	I am unwilling to accept support to deal with my academic challenges.	I accept when others offer me resources and support when attempting to get through classes and academic endeavors. I do not use teacher/peer feedback.	I actively look for resources and support to improve. I effectively use teacher/peer feedback to improve.	I apply my knowledge of resources and support to help others

