

Course Title:
Finding Justice

Length:
One Quarter
Grade 5

Primary Content:
Gifted & Talented

School:
Pierrepoint

Embedded Content:
English Language Arts, Visual and Performing Arts, Career Readiness, Life Literacies and Key Skills

Initial BOE Approval Date (Born on):
June 24, 2024

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT

FINDING JUSTICE - GRADE 5

1. Introduction/Overview/Philosophy

Prior to entering school, students learn values and “rules” at home. Their second learning front is at school where students learn acceptable behaviors in cooperating, working and playing with others. Teachers try to prepare students for the world in which they live in various ways. When students see how behavior connects to the standards of society, they gain an understanding of the laws and the standards which govern our society.

Course Outline

Throughout the ten weeks of this course, students will study law, understand the judicial system and work through mock trial cases with a critical eye, assessing the behaviors of the “characters.” They will develop legal arguments, opening and closing statements, and questions for the witnesses. They will see how laws are applied in the whole of society. They will learn how conflict resolution depends on the decision-making process and systematic methods.

The variety of enriching and thought-provoking learning experiences offered in the Gifted and Talented Program incorporates three levels of enrichment intended to promote critical thinking.

Type I—General Exploratory Activities (Content)- Exposure to disciplines, authors or events not covered in the regular curriculum. Children can be exposed to such areas long enough to be attracted to some of them for individual study.

Type II—Group Process Activities (Operations)- Students are taught skills for expanding their thinking and feeling processes. Among these activities are: brainstorming, analysis, classification, general inquiry, observation and evaluation.

Type III—Real Problem Solving (Products)- This type of enrichment involves children in thinking, feeling and doing in the manner of the practicing professional. Children are encouraged to focus on solvable problems so that they might become empowered to create products that influence outcomes and make a difference in the world.

In addition, a goal of the Gifted and Talented Program is to include activities aimed at developing the affective domain of our students, such as: valuing, responding, receiving/attending. It is through both thinking and feeling that our students will develop into thoughtful, contributing, valuable members of society.

2. Objectives

1. Develop critical reading and critical thinking skills
2. Practice persuasive and analytical writing and be able to write arguments
3. Understand how laws affect their lives
4. Analyze hypothetical situations and court cases and recognize and solve problems by determining which solutions will have the greatest impact on the court case.
5. Identify rule making, rule interpretation and rule enforcement as crucial functions of government
6. Understand the vocabulary of the judicial system such as plaintiff, defendant, jury, appeal and understand the laws governing behaviors in our society
7. Utilize problem-solving skills
8. Develop higher order thinking skills
9. Practice public speaking
10. Gather, organize, and apply information concerning a specific court case and in a mock trial

A. Curriculum Objectives for Inquiry

Students will be able to refine and broaden

1. Divergent thinking
 - a. Creative thinking
 - b. Inventive thinking
 2. Convergent thinking
 - a. Deductive thinking
 - b. Analytical thinking
 - c. Evaluative thinking
 3. Interpretive thinking
 4. Research skills
1. In the area of **divergent thinking** students will:
 - a. use **creative thinking** to:
 1. use fluent and flexible thinking to brainstorm ideas/solutions
 2. develop, produce, and dramatize
 3. adapt story versions
 4. illustrate interpretations
 5. use the five-step writing process to write original pieces
 6. create and construct original designs with a variety of manipulatives and art supplies
 - b. use **inventive thinking** to:
 1. use fluent and flexible thinking to brainstorm ideas/solutions
 2. adapt items to be used for an alternate purpose
 2. In the area of **convergent thinking** students will:
 - a. use **deductive thinking** to:
 1. formulate predictions/hypothesis
 - b. use **analytical thinking** to:
 1. analyze story elements
 2. compare and contrast story elements/manipulatives/interpretations

- 3. interpret visual representations
- c. use **evaluative thinking** to:
 - 1. judge character traits and motivation
 - 2. compare, rate, rank, revise, and eliminate information
 - 3. determine cause and effect
 - 4. make conclusions about given information
 - 5. self-assess using set criteria
- 3. In the area of **interpretive thinking** students will:
 - a. use shared inquiry to:
 - 1. build awareness of interpretive issues in a story
 - 2. analyze character motivation and development
- 4. In the area of **research skills** students will:
 - a. access and select meaningful information using the Internet, books, videos, and other media
 - b. use the five-step writing process of prewriting, drafting, editing, conferencing, and publishing for a variety of audiences and purposes
 - c. use a variety of computer software to record research
 - d. synthesize knowledge of a topic into self-selected culminating activities
 - e. cite references
 - f. Present to/share research with others
- a. **Skills**
 - i. Improvement of reasoning ability
 - ii. Development of creativity and personal development

B. New Jersey Core Curriculum Content Standards

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections.

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid[ing] in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Practice	Description
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Practice	Description
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standard 9

By the end of **Grade 5**, students:

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Different digital tools have different purposes.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Collaborating digitally as a team can often develop a better artifact than an individual working alone.

9.4.5.TL.5: Collaborate digitally to produce an artifact.

3. Proficiency Levels

Students in grade five are identified as "Gifted and Talented." Students that have received 2 points on the Gifted and Talented screening will be offered all 4 available grade level courses.

Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Examples of Strategies and Practices that Support

Students with Disabilities and Students with 504 plans

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls references
- Sentence frames
- Think-pair-share
- Cooperative learning groups
- Teacher think-alouds

4. Methods of Assessment

Participation

Pre-assessment: Informal open-ended questions

Performance Task: Completed products and performance (participation in mock trial, writing of cases, analysis of trials)

Teacher observation
Teamwork (participation, level of involvement, quality of work as a team member)
Post-assessment: Written personal reflection

5. Grouping

Small group pull-out for students identified as “Gifted and Talented” according to the Rutherford School District Gifted and Talented Policy 2464 (revised December 7, 2020) to be run as a grade 5 cycle course.

6. Articulation/Scope & Sequence

Course length is one quarter.

Introduction to case topics

Brainstorm ideas

Development of fact pattern

Develop questions to for proof of evidence

Decide roles

Case samples

Develop opening statements, questions for witnesses, cross examinations, and closing statements

The course may offer students the opportunity:

- *To generate interest:* Students will assume the role of attorney and prepare a case for a mock trial.
- *To provoke thought:* Students will anticipate the opposing side’s questions and strategies.
- *To encourage caring:* Students will work as a group to prepare their side’s case.
- *To facilitate doing:* Students will actively participate in a mock trial.
- *To promote generalization:* Students will recognize the components of the various court systems and the role they play in guaranteeing due process.

Weekly (Working individually, in small groups, and as a whole group, students will over a course of 8-10 weeks)

a. Skill Building

- Discuss topics pertaining to the basic court systems.
- Discuss the procedures involved in an actual trial.
- Determine relevant information to be used in a mock trial.

b. Applying the Skills

- Plan and prepare witness testimonies and evidence to be used in a mock trial.
- Plan and prepare opening and closing remarks.
- Preparing witness questions and statements.
- Written personal reflection.

7. Resources

a. References

Law Fair, Mock Trial Competition, NJ Bar Association
<https://njsbf.org/school-based-programs/mock-trial/law-fair-competition-for-grades-3-to-6/>
Speakers' PowerPoint from our October 28th Law Fair/Law Adventure workshop
<https://njsbf.org/wp-content/uploads/2022/10/2022-2023-LF-LA-Workshop-PPT-.pptx>
Mini-Court Teacher's Guide
<https://njsbf.org/wp-content/uploads/2017/03/k-2-mini-court2000.pdf>

Speakers may be recruited depending on the topics selected

- b. Technology
Chromebooks
Internet
Google Docs
- c. Supplies/Materials
Paper
Pens/pencils
Printer
Index cards
- d. Texts

Fairy Tales on Trial, Janis Silverman, Pieces of Learning

"Advanced" Fairy Tales on Trial, Janis Silverman, Pieces of Learning

Step Into The Courtroom, An Overview of Laws, Courts and Jury Trials, Carrie Weiss, J.D. and Jessica Lukes, Dandy Lion Publications

Jury Trials in the Classroom, Betty M. See, Dandy Lion Publications

Everyday Law for Young Citizens, Eric Lipson and Greta Barclay Lipson

What's the Verdict?, Ted LeValliant & Marcel Theroux

- e. Supplemental Reading
Mock Trial by The NJ Bar Association

8. Methodologies

Methods include but are not limited to:

- Cooperative learning
- Individual and group research
- Individual and group problem solving
- Inquiry
- Class discussion
- Brainstorming
- Critical Thinking
- Experimenting
- Short lecture

9. Suggested Activities

- Team-Building activities
- Skill-building activities
- Exploring multiple intelligences
- Researching
- Public Speaking

- Silent sustained reading
- Shared Inquiry discussions
- Close textual analysis

10. Interdisciplinary Connections

The scope of materials for this Finding Justice unit is broad and interdisciplinary. While rooted in Social Studies and English, cases can be (and normally are) constructed from real-world, social and current events/issues, and different perspectives (such as cultural and social) are examined. The various mock trial and fairy tale cases present problems to the students that are interdisciplinary in nature. Students are also encouraged in creativity as they prepare their cases. As a team activity, Finding Justice encourages individual responsibility and cooperation among team members.

11. Professional Development

As per the PDP/100 Hours statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities. Specialized professional development for teachers in the Gifted and Talented Department is offered through the Bergen County Consortium of Teachers of the Gifted (BCCTG) and the New Jersey Association for Gifted Children (NJAGC). Teacher will continue to read professional journals and books.

12. Curriculum Map

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Pre-assessments and Introduction to the justice system: Why are laws important, people in the courtroom, witnesses, types of courts, criminal and civil, fact vs opinion, jury duty, persuasive arguments, opening and closing statements, classroom conflict management</p>	<p>1 week/5 sessions per week</p>	<p>For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Independent Study Interest driven Inquiry-based instruction Higher order thinking skills ELL: Visual learning, including graphic organizers Scaffolding Cooperative Learning Groups</p>	<p>SL.PE.5.1. SL.II.5.2 SL.ES.5.3. SL.PI.5.4 SL.AS.5.6 6.1.5.CivicsPI.1 6.1.5.CivicsPI.2 6.1.5.CivicsPI.8 6.1.5.CivicsDP.2 6.1.5.CivicsPR.1 6.1.5.CivicsPR.3 6.1.5.CivicsPR.4 6.1.5.CivicsHR.1 6.1.5.CivicsCM.3 9.4.5.CI.3 9.4.5.CT.1, 2, 3, 4 CRLKSP 4; CRLKSP 5;</p>	<p>Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects</p>

<p>Determining right and wrong: Assault and Battery, Peer mediation, Negligence/Tort, Contracts, Shoplifting/Larceny, Alcohol/Controlled Substances, Robbery Larceny</p>	<p>2 weeks/5 sessions per week</p>	<p>For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Independent Study Interest driven Inquiry-based instruction Higher order thinking skills ELL: Visual learning, including graphic organizers Scaffolding Cooperative Learning Groups</p>	<p>RI.CR.5.1 RI.IT.5.3 RI.CT.5.8 SL.PE.5.1. SL.II.5.2 SL.ES.5.3. SL.PI.5.4 SL.AS.5.6 6.1.5.CivicsPR.1 6.1.5.CivicsPR.3 6.1.5.CivicsCM.3 9.4.5.CI.3 9.4.5.CT.1, 2, 3, 4 CRLKSP 4; CRLKSP 5;</p>	<p>Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects</p>
<p>Fairy Tales and Mock Trial Role Play- EX: Jack and the Beanstalk and Hansel and Gretel (large group): Students will review both stories w focus on “crimes” and witnesses. In large groups students will prepare opening statements, persuasion maps, burden of proof, questions for witnesses, understanding roles, etc.</p>	<p>3-4 weeks</p>	<p>For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Independent Study Interest driven Inquiry-based instruction Higher order thinking skills ELL: Visual learning, including graphic organizers Scaffolding Cooperative Learning Groups</p>	<p>RI.CR.5.1 RI.IT.5.3 RI.CT.5.8 SL.PE.5.1. SL.II.5.2 SL.ES.5.3. SL.PI.5.4 SL.AS.5.6 6.1.5.CivicsPR.1 6.1.5.CivicsPR.3 6.1.5.CivicsCM.3 W.AW.5.1 W.IW.5.2 W.WP.5.4 W.RW.5.7 9.4.5.CI.3 9.4.5.CT.1, 2, 3, 4 9.4.5.TL.3, 5 CRLKSP 4; CRLKSP 5;</p>	<p>Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects</p>

<p>Write Mock Trial- Students will form 2 groups and based on the Law Fair Competition rules, students will create their own mock trial. Final trial will be acted out in front of parents during last week of semester.</p>	<p>3-4 weeks/5 sessions per week</p>	<p>For Support: Computer-Based Instruction: Use of chromebooks/computers, use of YouTube, TedEd and other sites as deemed useful to enhance and modify learning Multi-media approach to accommodating various learning styles Use of visual and multi-sensory formats For Enhancement: Independent Study Interest driven Inquiry-based instruction Higher order thinking skills ELL: Visual learning, including graphic organizers Scaffolding Cooperative Learning Groups</p>	<p>RI.CR.5.1 RI.CT.5.8; W.AW.5.1 W.IW.5.2 W.WP.5.4 W.RW.5.7, SL.PE.5.1. SL.II.5.2 SL.ES.5.3. SL.PI.5.4 SL.AS.5.6 6.1.5.CivicsPI.2, 6.1.5.CivicsPR.3, 6.1.5.CivicsHR.1; CRLKSP 4; CRLKSP 5; 9.4.5.CI.3 9.4.5.CT.1, 2, 3, 4 9.4.5.TL.3, 5</p>	<p>Formative Assessment: Oral participation in activities (class discussion) Teacher observation of student progress Classwork Self-assessment Group and individual critique Summative Assessment: Rubric to assess student created projects</p>
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