**APUSH Blogging Instruction Sheet**

To gain a better of understanding of any subject, one needs to discuss and listen to ideas.  In AP U.S. History we will be discussing a variety of topics.  Some of the topics you may know a great deal about, others your knowledge may be limited.  One thing that is expected of all students is their involvement in discussions.  All students will offer insight and ask questions.

**Weekly Discussion Posts are graded using the following rubric:**

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| --- | --- |
| **10 Points** | Post was submitted relevant to discussion topics and response**s** to peer posting includes constructive criticism and/or comments that foster further discussion. |
| **8 Points** | Post was submitted relevant to discussion topics and responds, but the response does not foster a discussion and/or may only include one response. |
| **6 Points** | Post was submitted relevant to discussion topics, but does not respond to at least one other post. |
| **0 Points** | No post or post was unrelated to assignment or inappropriate. |

**Formal Post Grading**:

Once a month (roughly twice a Quarter), students will be expected to choose one of his or her blog posts from the month to print out and be thoroughly graded for content, critical thinking, original ideas, and presentation by the teacher. Students will be provided with an essay cover sheet prior to the due date and in-depth instructions on the format of the turned-in blog post. These assignments will be worth **40 points** and will be scored using the rubric on the back of this sheet.

**The following are some traits of successful bloggers:**

* Their posts (or comments) are well written. This includes not only good content, but – because these are school-related blogs – also follows writing conventions including spelling, grammar and punctuation.
* Their posts (or comments) are responsive. They respond to other people’s ideas – whether it is a post by a teacher, a comment by a student, or an idea elsewhere on the Internet. The power of blogs is in their connectedness – they are connected to a larger community of ideas. Participate in that community.
* Their posts (or comments) include textual references to support their opinions. Adding quotes or links to other works strengthens their response.
* They participate frequently. To be part of the dialogue, you have to participate fully and consistently.
* They are respectful of others. It’s okay to disagree; it’s not okay to be disagreeable. Be respectful of others and their opinions, and be civil when you disagree.

**APUSH Blogging Web Addresses:**

Block 1-2: <http://kidblog.org/APUSH1-2/>

Block 3-5: <http://kidblog.org/APUSH3-5/>

Block 6-7: <http://kidblog.org/APUSH6-7/>

**Formal Post Grading**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Does Not Meet** **0 pts** | **Partially Meets** **6 pts** | **Meets** **8 pts** | **Exceeds** **10 pts** |
| **Use of blogs**  \*Response to others' blog entries may not always be required. | Does Not Meet  Student contribution is minimal and/or difficult to understand. \* No response to other entries. | Partially Meets  Student contribution is timely but lacks the detail necessary to show thorough understanding of material. Student does not include references to classroom discussion/video/reading. \*No responses to other entries. | Meets  Student contribution is strong, fact based and shows basic understanding of the topic.  \*Additionally, there are thoughtful responses to other entries. | Exceeds  Student contribution is strong, substantial and shows thorough understanding of topic. Student has included original ideas that promote further thinking. |
| **Intellectual Engagement** | Does Not Meet  Blog entries make little or no reference to classroom discussion, web/reading resources and/or video. OR Blog entry is copied from another student. | Partially Meets  Blog entries make some reference to classroom discussion, web/reading resources and/or video. Student posts an opinion but does not support it with facts. | Meets  Blog entries show strong awareness of key issues discussed, makes full use of information from classroom discussion, web/reading resources and/or video. Includes a student opinion and adds examples supporting the entry. | Exceeds  Blog entries show strong awareness of key issues discussed in class, web/reading resources and/or video. Student's own opinion is also present, and presents thought provoking questions or statements to further the discussion. |
| **Personal Response.** | Does Not Meet  There is no personal opinion. | Partially Meets  Opinion is present but is not supported by facts. | Meets  Opinion is supported through facts from classroom discussions or web/reading resources | Exceeds  Opinion is well organized. Student supports opinion with facts beyond the classroom discussions (as a result of research beyond class) and provides references to these sources. |
| **Engaged Writing**  Writing mechanics | Does Not Meet  Blog entries use incorrect grammar and spelling, consistently making it difficult for others to follow ideas in entry. | Partially Meets  Blog entries show some evidence of correct grammar, spelling, punctuation, etc. Others will have little trouble following your entry. | Meets  Blog entries show a good command of Standard English and have flair and originality. Few spelling or grammatical errors. | Exceeds  Blog entries meet all requirements for a 3 AND have no spelling or grammatical |