

## Senior Project Event Description (2020-2021)

*For your Senior Project, you will need to pick a topic that you are passionate about. This should be in the form of a service project in which you plan on bettering your school or your community. It will involve time and effort, but due to our present Covid-19 issues, it will not be nearly as involved as in previous years. Obviously, it must be something that must be done with utmost safety and precaution. Be innovative! Try to envision something out of the ordinary as you all have individual passions and abilities. In other words, avoid cliché topics! Try to do a project that has not been done before--especially as we have gone through unusual and very trying times!*

*You will need to mesh a minimum of four pieces of literature to your project (two anchor and two linking texts), as well as define and apply your personal leadership qualities into the project itself.*

*The event/project must first be approved by your instructor. Don't forget to receive proper permission from organizations/personnel before taking pictures or going ahead with any phase of the project that may involve confidentiality issues.*

*Have fun with the project, don't procrastinate, and make it a rewarding experience!*

## **Senior Culminating Projects – (Oral Presentation Mandatory Elements)**

- 1) Introduce self and the project you have chosen to do*
- 2) Give multimedia/visual segment*
- 3) Identify anchor and linking texts that you used and why you chose them*
- 4) Articulate to the audience what leadership qualities you have demonstrated in the development of the project*
- 5) Reflect on what you have learned about leadership and/or service as a result of working on this project*
- 6) Length of presentation should be  
Approximately 6-8 minutes*

## **Meeting the ELA Project Standards**

### ***(Written Portfolio Mandatory Elements)***

**\*Note:** All written content standards/responses must be your own—not shared with your partner! This includes the annotated bibliography (2.1) summaries/descriptions. The only acceptable shared written content includes things like brainstorming lists or diagrams, emails or memos for project communication, etc.

#### ***1.1 Use the writing process, speaking, and visual expression for personal understanding and growth.***

Show evidence that the final product is a result of the writing process by keeping and organizing artifacts including prewriting activities, drafts, revisions, edits, and final work. Also, document with artifacts that show collaborative efforts with others to enhance your presentation (brainstorming, bubble diagrams, lists, discussions, and other means). This standard may be expressed by saying “Refer to the back of the folder for all artifacts used in this project.”

#### ***1.2 Communicate using content, form, voice, and style appropriate to the audience and purpose.***

In paragraph form, defend why you chose what you did, why you chose the presentation format that you did, how you added personality and style into your presentation, and what your overall goal was for the project.

#### ***1.3 Use the tools and practices of inquiry and research.***

Document the research process, citing sources, interviews, and other methods of data gathering that give credit where credit is due (anything beyond anchor/linking text citations found in 2.1).

#### ***1.4 Develop powerful, creative, and critical messages in multi-genre works. Consider language, form, style, and visual representation in selecting genre.***

In paragraph form, describe two other ways the final product could have been produced using other modes of communication (writing, speaking, visual expression), different genre (poem, play, song, video, digital story, etc.), or different language (formal vs. informal). Share how the changes would have altered the message.

#### ***2.1 Use reading, listening, and viewing strategies to construct meaning from written, aural, visual, and multimodal texts. Synthesize information to generate new thinking.***

Write an annotated bibliography of sources—literature, informational text, media, music. In annotations, give a brief summary of the text and describe how the text supports the big idea, themes, and issues of the presentation (see 2.1 example).

## **2.1 Annotated Bibliography (Example of Entry)**

### Works Cited

Hansberry, Lorraine. *A Raisin in the Sun*. New York:

Random House, Inc., 1959. Print.

**(Give a brief overview of the content of the piece)** *A Raisin*

*in the Sun* is a classic American novel depicting a black family's struggle to rise from the depths of poverty in Chicago in the 1950s and to fulfill their dreams of a better life. Its themes of prejudice, family values, self-realization, and hope for the future are revealed through ironic twists in this entertaining story by author Lorraine Hansberry.

**(Explain how the piece ties into your project)** *A Raisin in*

*the Sun* ties into my project in that it shows how...\_\_\_\_\_

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## Multimedia Project : English 12 Senior Project (Oral)

Teacher Name: Mr. Rupp

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Multimedia Component</b>	Multimedia piece reflects much creativity, appropriateness to audience, and inspiration	Multimedia piece reflects some creativity, appropriateness to audience, and inspiration	Multimedia piece reflects little creativity, appropriateness to audience, or inspiration.	Multimedia piece lacks any creativity, appropriateness, or inspiration.
<b>Literary Connection</b>	Literary connections are in-depth and clearly relevant to project theme.	Literary connections are relevant to the project theme.	Literary connections are somewhat vague as they relate to the project theme.	Literary connections are unclear or absent as they relate to the project.
<b>Leadership Skill Connection</b>	At least two personal leadership skills are mentioned and explained thoroughly in the project.	At least two personal leadership skills are mentioned.	At least one personal leadership skill is mentioned.	Personal leadership skills are not mentioned.
<b>Oral Presentation</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that holds the audience.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
<b>Preparation</b>	Presentation reflected extreme preparation/time commitment to complete the project.	Presentation reflected much preparation/time commitment to complete the project.	Presentation reflected some preparation/time commitment to complete the project.	Presentation reflected minimal preparation/time commitment to complete the project.
<b>Sources</b>	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not met.



## English 12 Senior Project (Written)

Teacher Name: Mr. Rupp

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Paragraph Construction/Readability</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Amount of Information</b>	All standards are addressed and all questions answered in depth (at least one well-developed paragraph where applicable).	All standards are addressed and most questions answered in paragraph form.	All standards are addressed, but some have minimal depth of coverage.	One or more standards are not addressed, or there is insufficient depth of coverage for several standards.
<b>Sources/Annotated Bibliography</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Mechanics</b>	Almost no grammatical, spelling or punctuation errors are present.	A few occasional grammatical, spelling, or punctuation errors are present.	Several grammatical, spelling, or punctuation errors are present.	Many grammatical, spelling, or punctuation errors are present.
<b>Neatness/Appearance/Organization</b>	Portfolio is extremely neat and organized for readability of standards.	Portfolio is quite neat and organized for readability of standards.	Portfolio is difficult to follow in regard to coverage of standards.	Portfolio is haphazardly put together.