SCP Handbook
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SCP
Outline and Timeline

- **Why does the high school have this graduation requirement?**

Washington state law (WAC-180-51-061) requires a culminating project for graduation from high school.

> Each student shall complete a culminating project for graduation. The project consists of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.
>
> Goal 3: Think analytically, logically, and creatively; integrate experience and knowledge to form reasoned judgments and solve problems.
>
> Goal 4: Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

- **Who will help students with completing this requirement?**

Students will learn about this requirement from their advisors during the spring of their sophomore year. Students will receive support during Rider Time and from their English 12 teachers. (See next page for additional information.)

- **What work must students complete from this requirement?**

The Senior Culminating Project has these elements.

1. A **prospectus** in which students identify:
   - what essential question is the basis for their project
   - how they intend to answer this question
   - what they intend to do as an application project
   - how their proposed project is related to learning goals three and four
   - how their proposed project is a stretch for them

2. A **proclamation poster** that publicizes their proposed project to other students.

3. A **I-Search paper** and **précis** about their research that:
   - is guided by their essential question
   - tells the story of their research process
   - explains what they found out in attempting to answer their question

4. An **application project** that:
   - is an authentic application of the knowledge the students have gained
     - a new competency (a piece or collection of art, a dance, a performance, etc.)
     - something that the student produces to illustrate or demonstrate what they've learned

5. A **presentation** to a panel of adults in which students
   - demonstrate what they have learned in answering their question
   - share their application project
   - respond to questions from the panel

- **When will students do this work?**

Task	When
Students learn about project.	May of sophomore year during Rider Time
Students receive help in writing essential questions.	First semester of junior year during Rider Time
Students complete prospectus.	First semester of junior year during Rider Time **Due date: January 16, 2009**
Students complete proclamation poster.	Second semester of junior year during Rider Time **Due date: April 17, 2009**
Students conduct research to answer their question.	As soon as their prospectus has been approved.
Students write research paper.	Sept. through December of senior year in English 12 **Due date: December 11, 2009**
Students begin plans for their presentation.	Second semester of senior year in English 12
Students give presentations.	April of senior year to English 12 class for class credit. **May** of senior year to faculty panel, **required for graduation**.

- **What about students with Individualized Education Programs or 504 accommodations?**

Necessary and appropriate accommodations and modifications will be made for students who have an IEP or 504 plan. These accommodations and modifications will be determined by each student's support team.

- **What about students who will not be on campus during Rider Time or are not enrolled in English 12?**

For students who will not be enrolled in an advisory next year, such as Running Start and Skills Center students, additional support and coordination is available through Diana Losch in the Career Center at the high school (ext. 1617).

Students not planning to enroll in English 12 will be expected to work independently to complete the project, although other support is available for these students from their advisors, on the SCP website, and from the SCP Coordinator Mark Valentine (ext. 1578).

SCP
Class of 2010 Checklist

Student Name: _____

Advisor:_____

Note: Items in *italics* indicate due dates for PAHS Senior English classes <u>only</u>.

SCP Task	Due Date	Finished? Yes/No
Prospectus Complete	January 16, 2009	
Prospectus Approved	TBA February, 2009	
Poster Complete	April 17th, 2009	
Poster Approved	TBA May, 2009	
I-Search due date: • *Verification of Topic*	*September 18, 2009*	
I-Search due date: • *"What I knew when I started and why I'm doing this topic" (2 pages)*	*September 25, 2009*	
I-Search due date: • *Working bibliography due*	*September 25, 2009*	
I-Search due date: • *2 of 10 annotated sources due*	*October 2, 2009*	
I-Search due date: • *4 of 10 annotated sources due*	*October 8, 2009*	
I-Search due date: • *6 of 10 annotated sources due*	*October 16, 2009*	
I-Search due date: • *8 of 10 annotated sources due*	*October 23, 2009*	
I-Search due date: • *Final annotated Bibliography due*	*November 6, 2009*	
I-Search due date: • *Rough draft of paper due*	*November 13, 2009*	
I-Search due date: • Final Draft Due (Copy for Advisor and English Teacher)	December 11, 2009	
I-Search due date: • *Papers needing revision due (case-by-case)*	*January 15, 2010*	
Presentation Visual due to Advisor	April 23, 2010	
Presentation of SCP in English class	*April, 2010*	
Presentation of SCP to faculty panel	May, 2010	
Graduation (Yahoo!)	June 18, 2010	

Element One: The Prospectus

Completing the prospectus form is the first step toward completing your SCP. The prospectus form was designed to:

- help you begin to conceptualize and outline your plan of action for completing the SCP,
- help the SCP Task Force evaluate your essential question, and to
- help the SCP Task Force evaluate your intended plan of action and determine if you are on the right track

It is important to keep these purposes in mind as you complete the prospectus form. Here are some hints to help you in this process:

- Write legibly.
- Double check your spelling and punctuation.
- Organize your responses logically.
- Be very clear about both *where* you plan to look for information and *what* you hope to learn from those sources.
- Remember that your I-Search paper will require you to find 10 total sources. Two of those sources must be books and two must be primary sources.
- Your proposed application project should be an *authentic* demonstration or illustration of what you plan to learn.
- Answer the questions thoroughly, giving examples when necessary.
- Get your parent's signature the first time.

The resource materials that precede the prospectus form and rubric were designed to help you craft your essential question and complete your prospectus form. Some are intended to help you generate ideas, others are intended to help you turn those ideas into excellent questions, and others are there to help you tweak your questions and make them stronger. You do not need to complete each one. Take some time to read through all of the materials and use the ones that you feel will help you the most.

SCP
Interest Survey

Name:

Date:

Advisor:

Use this survey to identify potential topics for the project. Answer the following questions with as much detail as possible. Then reflect upon your answers with an Advisor or another concerned teacher.

1. Within the next five years, what things do you hope to have accomplished?

2. What things would you like to be able to do better?

3. What do you wish you had more time for?

4. What things would you like to learn more about?

5. What controversial issues do you feel strongly about?

6. What is a profession you think about but have not seriously explored?

7. What is one condition you believe needs to be improved?

8. What classes have you taken that you really liked?

9. What goal have you avoided?

10. What do you complain about?

11. What would you like to get others to do?

12. What is unique or special about you?

13. What community group do you admire?

14. What can't you do, but would like to do?

15. After reading over your responses for the above questions, what seems to be a pattern emerging for you?

SCP
Pre- Search Worksheet

Directions: Fill out both sides of this worksheet. Store it in your SCP folder for future reference and planning.

What in this world fascinates you? (List three things)	What do you already know about this topic? (List three things)	What more would you like to learn? (List three things)
1.		
2.		
3.		

1. What personally interests you about this topic?	**2. What personally interests you about this topic?**	**3. What personally interests you about this topic?**

1. How might this topic relate to or connect to your community?	**2. How might this topic relate to or connect to your community?**	**3. How might this topic relate to or connect to your community?**

What ideas do you have to develop one of these topics into a Senior Culminating Project?

*

*

*

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SCP
Essential Questions: 101

What is an Essential Question? This question is in itself kind of tricky to answer. Here are some expert definitions that might help you to understand the concept better.

Adapted from James Riedl "Multiple Uses for Essential Questions" UbD Conference, July 2004

What is the purpose of an essential question?
- Stimulate thought
- Provoke inquiry
- Spark more questions
- Create possibilities to apply to other situations
- Connect learner to the topic
- Provide a clear focus for learning

Essential questions:
- Pose dilemmas and ask us to think critically
- Elicit thoughtful ideas and ask us to logically evaluate the issues
- Spark meaningful connections with what we bring to the classroom from prior classes and our own life experience

Essential questions serve as doorways to explore:
- Concepts
- Themes
- Theories
- Issues
- Problems
- Paradoxes
- Assumptions and Perspectives

Intent matters.
- No question is inherently essential.
- It comes down to purpose, audience, and impact.

It's more than format.
- The language of the question does not determine whether it is essential or not.
- Hard and fast rules about wording are not the key issue.
- The whole design is most important.
- Is it clear that real, balanced learning is the goal?

McKenzie, Jamie. "Essential Questions." The Question Mark. Mar 2005 28 Jul 2006 <http://questioning.org/mar05/essential.html>.

What are the traits of an essential question?

- The question probes a matter of considerable importance.
- The question requires movement beyond understanding and studying – some kind of action or resolve – pointing toward the settlement of a challenge, the making of a choice or the forming of a decision.
- The question cannot be answered by a quick and simple "yes" or "no" answer.
- The question probably endures, shifts, and evolves with time and changing conditions – offering a moving target in some respects.
- The question may be unanswerable in the ultimate sense.
- The question may frustrate the researcher, may prove arid rather than fertile and may evade the quest for clarity and understanding.

"Essential questions are not simply BIG questions covering lots of ground."

McKenzie, Jamie. "Framing Essential Questions." From Now On. Sept 1996. From Now On. 27 Jun 2006 <http://www.fno.org/sept96/questions.html>.

"We are fighting a long school history of topical research. For decades students have been sent to the library to "find out about" some topic. The tradition has led to information gathering but little analysis or thought… Essential questions set students and staff free from this tedious and wasteful ritual. Research becomes motivating and meaningful."

An essential question has the following attributes:

- They require students to
    - EVALUATE (make a thoughtful choice between options, with the choice based upon clearly stated criteria),
    - SYNTHESIZE (invent a new or different version) or to
    - ANALYZE (develop a thorough and complex understanding through skillful questioning).

- Essential questions spark our curiosity and sense of wonder. They derive from some deep wish to understand some thing which matters to us.

- Answers to essential questions cannot be found. They must be invented. It is something like cooking a great meal. The researcher goes out on a shopping expedition for the raw ingredients, but the "proof is in the pudding." Students must construct their own answers and make their own meaning from the information they have gathered. They create insight.

SCP
Essential Question Rubric
Formative Checklist

Write your SCP Essential Question here:

Read each statement below and check the appropriate box (Yes/No) in regard to your SCP Essential Question.	**Yes**	**No**
My SCP question is a statement.		
The question is about a broad topic.		
Is it possible to answer the question by consulting one general reference source (i.e., an encyclopedia or website).		
I have no personal questions about this topic.		
The question contains too many questions within it.		
The question can be answered definitively with a Yes or No.		
The answer to my question would result in an already established list.		
If you marked Yes to any of the statements above, your question is probably insufficient and needs to be reworked.		
The SCP question has relevance to me and the research will answer a personal question.		
To answer this question I will have to consult several secondary sources (i.e., newspapers, magazines, Internet sites, books).		
To answer this question I will have to consult primary sources (i.e., original surveys, interviews, or source documents).		
The result of the research is a call to action on my part or on the part of an organization or government body.		
The answer to my question is controversial, arguable, or open to interpretation.		
The answer to my question doesn't exist yet.		
If you answered Yes to the statements in this section, your SCP question is probably sufficient.		

"Answers to essential questions cannot be found. They must be invented. It is something like cooking a great meal. The researcher goes out on a shopping expedition for the raw ingredients, but 'the proof is in the pudding.' Students must construct their own answers and make their own meaning from the information they have gathered. They create insight."

McKenzie, Jamie. "Framing Essential Questions." From Now On. Sept 1996. From Now On. 27 Jun 2006 <http://www.fno.org/sept96/questions.html>.

SCP
Sample Essential Questions

Social/ Environmental Issues

How can I help teenagers cope with depression?

What can be done to prevent further problems of short- and long-term effects of automobile pollution on the environment?

Are there countries that cannot accommodate a form of democratic government?

How do alcoholism and abuse/neglect affect a child's cognitive and social development?

What are the long-term implications of the new nutritional rules for students whose only regular meals are those that they eat at school?

Creative Expression Projects

How can art change your life?

How can the music industry in a small community stimulate the creative process for the individual and open new paths for expression so that independent musicians can convey their art to others?

How can I use current computer technology and software to assist me in transcribing recordings efficiently and arrange the melodies into a piece of band literature?

How can I write a string quartet portraying the world of Zelda by using my knowledge of music and use it to craft sounds that would paint visual images within the mind?

Career Exploration Projects

What can I do now to prepare myself for the physical, psychological, and emotional struggles might I encounter as a professional dancer?

What can the school system do to reverse the negative effects of the factors of a student's home life that contribute to his or her success inside and outside of school?

What conditions would have to be met in order to build and fund an up-to-date automotive course in a high school that will meet the demands of hybrid and alternative fuel cars?

Academic Research Projects

How do the conscious mind and the subconscious mind interact to affect behavior such as ability to cope with stress, academic performance, and work performance?

How can music change a person's state of mind?

What role does neurology play in the development of treatment methods for chronic headaches?

Did the culture of drugs and alcohol shape rock-and-roll music, or did rock shape the drug culture?

What would have to be changed at PAHS to make sure that all students graduate with the skills necessary for living in the 21st century?

SCP
The Essential Essential Question Generator

What's the **Broad Topic** that you are interested in exploring?
(e.g., nuclear waste, heath care, educational reform, history of commercial aviation)

Inventory I

What do you already know about this topic:
These will likely be broad statements, common knowledge kinds of things
(Example: Nuclear waste sites are being investigated because of contamination of their surrounding areas.)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Inventory II

What is it that the reader wants to know or needs to know more about? (Relevancy, why should anyone else care?) These will likely be more specific than the items that you have listed above.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Statements Generator –

Moving to a more focused topic

Broad topic +	Words and phrases =	General Statement (not necessarily a sentence)
Broad topic	word or phrase about **Conflict**	
Broad topic	word or phrase about **Contribution**	
Broad topic	word or phrase about **Description**	
Broad topic	word or phrase about **Development**	

Examples:

- The **conflict** over where to store **nuclear waste**
- The crucial **contribution** of the military in the development of the DC-3 in the early years of commercial aviation
- Guide on the side is a **description** of the teaching model now being promoted in **educational reform**
- The **development** of safe disposal of **nuclear waste** is imperative.

Generate your Questions below

Make a Claim or an Assertion

(Take a look at the statements generated, they are still a little vague. By making a claim or assertion you succeed in narrowing the focus because you will be making them into full-fledged sentences.)

Examples:

- The conflict over where to store nuclear waste has pitted individual states against each other. No one wants to win the nuclear waste depository prize.
- In the early years of commercial aviation, the military crucially contributed to the way the DC-3 developed.
- Educational reform models are not considered successful unless teachers in reform school move from the sage-on-the-stage to the guide-on-the-side teaching style
- If we do not develop better methods of nuclear waste disposal, we will contaminate the aquifers of all fifty states.

Generate your Claims/Assertions below

One of these will eventually become your thesis statement

Now it's time to move into **QUESTION** form

Why a question? Because we generate better ideas and make connections that we are unable to make if we are only using assertions. They help us come up with the feeder questions that we need to research to answer our essential question.

Examples:

- What are the overriding factors in the nuclear waste storage that make state governments so adamant about not wanting a nuclear waste facility located in their state?
- What would have happened to commercial aviation if the military had not been consulted or used as a resource?
- Is the guide-on-the-side teaching style the most important factor in successful educational reform?
- What are the short- and long-range effects of nuclear waste contamination of the nation's aquifers?

GENERATE YOUR QUESTIONS BELOW

Compare your question to the criteria needed for on the **ESSENTIAL QUESTIONS RUBRIC**

When you have a suitable question, use the **QUESTIONS DEVELOPMENT GRAPHIC ORGANIZER** to help work up feeder/subsidiary questions. Be sure to go back to Inventory II in this organizer at this point. You have already done some of the feeder question work there.

Stuck? Use the **SCAMPER** Questioning Strategies to give your brain a twist and get going again.	
Substitute,	Who else could have _____?
Combine,	If there were another author/influence, who could it have been?
Add,	What would _____ have written or done, in the future or in another situation?
Modify, **M**agnify, **M**inify,	What could we modify to intensify to change, to show_____?
Put to other uses,	How does this apply to _____ (choose someone or something that is not directly involved with the activity)?
Eliminate,	What would be the effects of eliminating _____?
Reverse	What is the antithesis (direct opposite) of _____'s view?

SCP
Generating Essential Questions from the Six Facets of Understanding

Explanation
What is the key idea in _____?
What are examples of _____?
How did this come about? Why is this so?
What caused _____? What are the effects of _____?
How might we prove/confirm/justify _____?
How is _____ connected to _____?
What might happen if _____?
What are common misconceptions about _____?

Interpretation
What is the meaning of _____?
What are the implications of _____?
What does _____ reveal about_____?
How is _____ like_____ (analogy /metaphor)?
How does _____ relate to me/us?
So what? Why does this matter?

Application
How and when can we use this knowledge/process?
How is _____ applied to the larger world?
How might _____ help us to _____?
How could we use _____to overcome _____?

Perspective
What are the different points of view about _____ ?
How might this look from _____ 's perspective?
How is _____different from/similar to _____?
What are other possible reactions to _____?
What are the strengths and weakness of _____?
What are the limits of _____ ?
What is the evidence for_____ ?
Is the evidence reliable? sufficient?

Empathy
What would it be like to walk in _____'s shoes?
How might _____ feel about _____?
How might we reach an understanding about _____ ?
What was _____ trying to make us feel/see?

Self-Knowledge
How do I know _____?
What are the limits of my knowledge about _____ ?
What are my "blind spots" about _____ ?
How can I best show _____ ?
How are my views about _____ shaped by _____
(experiences/habits/prejudices/style)?
What are my strengths and weaknesses in _____ ?

Adapted from the work of Grant Wiggins and Jay McTighe – *Understanding by Design* © 2002
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SCP
Talking Points for Focusing Student Projects

1. How do the laws of our state/ country support/ undermine _____?

2. How has the history of _____ led to the way it's perceived today?

3. What event was a pivotal point in the development or growth of _____?

4. Select an issue surrounding _____ and research/ present a point of view different from your own.

5. How does _____ affect or be affected by the environment?

6. Present your passion for _____ through the lens of a photographer, historian, composer, artist, scientist, etc.

7. Select a specific skill or piece of equipment used in _____ and research its origin.

8. Analyze the impact _____ has had on our society.

9. Who, living or dead, has contributed the most to _____?

10. Is there a person so closely linked to _____, that if they were not to have lived, _____ wouldn't have been developed/ discovered/ invented?

11. How is _____ perceived by persons living in _____?

12. How might a career in _____ contribute to _____?

SCP
Scamper Questioning Strategies

Questioning Strategies – Thinking at Play Stuck? Can't come up with a question or have you come to a dead end with your question? **SCAMPER** is one set of questioning strategies that allows us to give the brain a twist and get going again. They allow us to change our take on an existing product, item, answers to questions, or ideas by using the following approaches:	
Substitute,	Who else could have _____?
Combine,	If there were another author/influence, who could it have been?
Add,	What would _____ have written or done in the future or in another situation?
Modify, **M**agnify, **M**inify,	What could we modify to intensify, to change, or to show_____?
Put to other uses,	How does this apply to _____ (choose someone or something that is not directly involved with the activity)?
Eliminate,	What would be the effects of eliminating _____?
Reverse	What is the antithesis (direct opposite) of _____'s view?

NOTE: SCAMPER tools are used on answers that we already have to questions when we need a detour in our thinking to see things in a new way. This requires a suspension of judgment and a playful attitude. – Free flow of ideas.
Sometimes the ideas will not lead anywhere, BUT they add up to more than just the sum of their parts.

SCAMPER tools have students asking and answering the questions. The questions, though often divergent, require a thoroughgoing knowledge of the required content. Students can evaluate their knowledge of the subject matter and the gaps in their knowledge.

Teachers, as question guides, can help evaluate the coherence of question; answer and next question(s); and help students shape new questions or areas of exploration.

Adapted from work done by Doug Johnson, Director of Media and Technology Mankato Area Public Schools, Mankato, MN Used with permission.

How do I turn a question that doesn't meet standard into a great question?

First, consider reviewing some of these resources from the *SCP Handbook*:

- Essential Question Rubric
- Talking Points for Focusing Student Projects
- SCAMPER
- Essential Question Generator

Here are some questions that didn't quite meet standard and some suggestions as to how one might bring them up to standard. Please note that many of these strategies could be used to improve any one of these questions.

How do I become a dentist?

- What's wrong?
  - This question would be easily researched and answered in about 1 hour, and the answer exists in an already established list.
- What can I do?
  - Consider how the career might contribute to or affect _____
    How have marketing and advertising campaigns contributed to the recent increase in cosmetic dentistry?

What do I need to know in order to become a beautician?

- What's wrong?
  - This question could be easily researched in about 1 hour. It wouldn't require you to do any real digging or original creative thought to come to an answer.
- What can I do?
  - Consider a more specific geographical area or niche in the market
    How might I best prepare myself to become a Hollywood makeup artist and hairstylist?

How do I prepare myself to become a crime scene investigator?

- What's wrong?
  - Much like the previous questions, this question simply won't require you to do enough researching or creative thought to answer it.
- What can I do?
  - Consider implications for the future, like technology
    How might developments in digital technology change the way crimes are investigated and solved?

What factors do interior designers consider before designing a room?

- What's wrong?
  - You could easily find a sufficient answer to this question by consulting only one source.
- What can I do?
  - Consider a fresh angle
    Which materials would be the most effective and efficient in designing a functional and peaceful doctor's office waiting room?

What equipment would I need in order to become professional tattoo artist?

- What's wrong?
  - The answer to this question would result in an already established and easily researched list.
- What can I do?
  - Consider current controversies
    Should tattoo artists copyright their art?

What skills do I need to develop in order to redesign a car engine?

- What's wrong?
  - This question focuses too much on the list of skills and not on the personal growth process to develop them.
- What can I do?
  - Change it into a "how" question that ties your current interests and abilities to the growth process necessary to reach your goal.
    How is my learning style likely to help or hinder me in redesigning a car engine?

SCP Prospectus Submission Form
Tips for Filling out the Prospectus

Name: **Date:**

Advisor:

Is this a resubmission? Circle one No Yes

- **If YES, please attach all former submissions and rubrics.**

1. Essential Questions

Please write your essential question here. Double check your spelling and punctuation.

Yes, a question mark belongs at the end of a question.

2. Plan of Action

What is your **plan** of action for answer the question you have posed? **Be very clear and as specific and possible about both what you think you'll need to learn in order to answer your question and hwere you think you might go for that information.** Remember that you'll need 10 total sources for your paper, 2 of which must be books and 2 of which must be primary sources. Feel free to attach additional sheets as necessary.

There is more than one way to fill out this section. Just keep in mind that we really need you to answer 2 questions for us:

1. **What will they need to do or find out or learn in order to answer their question?**
2. **Where might they look or go to get this information?**

Some of you will look at the 2 sides of this coin differently. For some, the "what" will naturally come before the "where" and for others, the opposite will be true. We have found that there are some formats for this sections that are both student and evaluator friendly. Please consider the following as possible ways to set up this section of the prospectus.

- ***The Table Format***

What do I need to learn/ find out?	Where might I look for that?

- ***The Outline Format***
  - What do I need to learn/ find out?
    - Where might I look for that?

3. Application Project

What do you plan to produce in order to **apply and/or share** what you learn from this project? This will be something that you share with the evaluation panel at the time of your presentation.

This is where you tell us what type of application project you plan to produce and share at the time of your presentation. There are so many different possibilities here. If the natural application of what you've learned is a new competency, then we want to see you show or perform that. If your question will result in something more informational, then give some thought as to who might be a natural audience for that information and create something (a website, a documentary, a newspaper article, a short story, a lesson plan, etc…) that would allow you to share the information with that audience.

4. State Learning Goal 3

The SCP is linked to State Learning Goal 3 which entails demonstrating that you can think analytically, logically and creatively and show that you can solve problems. **What types of analytical, logical, and/or creative thought processes might you use while completing this project?**

Some have struggled to understand what analytical thinking looks like and then articulate what type of analytical (or logical, creative, or problem solving) thinking they might be doing during the project. Here are some other key words that might help you recognize analysis in action: *classify, compare and contrast, infer, recognize patterns, arrange, select, and identify components*.

5. State Learning Goal 4

The SCP is also linked to State Learning Goal 4 which entails demonstrating that you understand how performance, effort, and decisions directly affect future career and educational opportunities. **How might the knowledge and skills that you gain in completing this project directly affect your future in terms of employment and/or educational opportunities?**

For many of you, this should be a no-brainer. Although, simply stating that you are planning to become a dental hygienist isn't enough. We would also like you to elaborate and explain *how* answering this question now, might help you later.

For others of you, the topic of your project may not relate directly to your future. (This is just fine – any topic is ok.) In this case, you will need to consider the *skills* you will be learning during the completion of the project and how those *skills* might affect your future occupational and educational goals.

6. Anticipated Challenges

What **challenges** and/or obstacles do you anticipate running into in the course of working on your project? What **strategies** will you use to overcome these?

You are answering 2 questions in this section, too.

1) **What are the potential challenges, road blocks, or obstacles that they might run into?**
2) **What are they going to do about it?**

We recommend either a table or an outline format similar to the format you used in the "plan" section.

Yes, everyone needs a parent signature before they will be approved. This is not only so we know that their parents are ok with the topic, but also so we have a signature stating that the parent is aware that the project exists. ☺

Parent/Guardian Signature: Date:

1st Submission:

Approved: ____YES _____ NO ____Yes with Qualifications :

Staff Signature:

Resubmission:

Approved: ____YES _____ NO ____Yes with Qualifications :

Staff Signature:

SCP
Prospectus Submission Form

Name: **Date:**

Advisor:

Is this a resubmission? Circle one No Yes

- **If YES, please attach all former submissions and rubrics.**

1. Essential Question

Please write your essential question here. Double check your spelling and punctuation.

2. Plan of Action

What is your plan of action for answering the question you have posed? **Be very clear and as specific as possible about both what you think you'll need to learn in order to answer your question and where you think you might go for that information.** Remember that you'll need 10 total sources for your paper, 2 of which must be books and 2 of which must be primary sources. Feel free to attach additional sheets as necessary.

3. Application Project

What do you plan to produce in order to **apply and/or share** what you learn from this project? This will be something that you share with the evaluation panel at the time of your presentation.

4. State Learning Goal 3

The SCP is linked to State Learning Goal 3 which entails demonstrating that you can think analytically, logically and creatively and show that you can solve problems. **What types of analytical, logical, and/or creative thought processes might you use while completing this project?**

5. State Learning Goal 4

The SCP is also linked to State Learning Goal 4 which entails demonstrating that you understand how performance, effort, and decisions directly affect future career and educational opportunities. **How might the knowledge and skills that you gain in completing this project directly affect your future in terms of employment and/or educational opportunities?**

6. Anticipated Challenges

What **challenges** and/or obstacles do you anticipate running into in the course of working on your project? What **strategies** will you use to overcome these?

Parent/Guardian Signature: **Date:**

1st Submission:

Approved: ____YES _____ NO ____Yes with Qualifications :

Staff Signature:

Resubmission:

Approved: ____YES _____ NO ____Yes with Qualifications :

Staff Signature:

SCP
Prospectus Rubric

Name:	Advisor:

1. Essential Question

☐ Accepted

☐ Needs revision: see comments and checks below

How do I become a…

- Be more specific (geographical area, niche in market, etc.)
- Consider implications for the future (technology, etc.)
- Consider how the career might contribute to _____.

Distill into one question…

- Consider a more narrow focus
- Don't just form a compound sentence

Answerable in 1 sitting … (quick internet fix)

- Consider a fresh angle
- Try turning it into a "how" question
- Consider current controversies
- Consider future projections (technology)

2. Plan of Action

☐ Accepted

☐ Needs revision: see comments and checks below

Plan is linked to and supports the Essential Question

☐ Accepted

☐ See suggestions:

Plan is realistic and detailed enough to show that the student has an understanding of the steps needed to complete the project.

☐ Accepted

☐ See suggestions:

Plan of action is clear.

☐ Accepted

☐ See suggestions:

3. Application Project: The proposed application project is an authentic demonstration or illustration of the knowledge that the student will gain.

☐ Accepted

☐ See suggestions:

4. State Learning Goal 3: Student's response is both thorough and specific in describing the types of analytical, logical, and/or creative thinking processes they will use in completing the project.

☐ Accepted

☐ See suggestions:

5. State Learning Goal 4: Student's response is both thorough and specific in describing how completing this project might affect their future in terms of education and/or employment opportunities.

☐ Accepted

☐ See suggestions:

6. Anticipated Challenges: Student has specifically outlined the challenges that they anticipate in the course of completing the project and what strategies they plan to use to overcome those challenges.

☐ Accepted

☐ See suggestions:

Element Two: The Proclamation Poster

The purpose of the proclamation poster is to publicize your essential question to the entire student body and to serve as a constant reminder to you of what you plan to accomplish. Take in pride in the construction of your poster, keeping in mind that it will be hanging publicly with your name on for the entire year.

The following materials have been included to help you with the design and construction of your poster. Please read over the materials carefully and pay particular attention to the evaluation rubric at the end of this section.

SCP
Proclamation Poster Rubric

Name:	Advisor:
Date Submitted to Advisor:	

Once your prospectus has been approved, it is time to proclaim your essential question to the rest of the school. You will do this with a proclamation poster, which will eventually be used in your presentation.

The poster must follow these guidelines:	**Student ✓**	**Evaluator ✓**
Size is 14" x 22" (half poster board)		
Essential question displayed: • Legible		
• Correct spelling and punctuation		
• Can be read from 12 feet away		
Your name displayed		
Has advisor's name written on back		
Contains a graphic or visual • Freehand drawing • Computer-generated graphic • 3-D construction • Magazine collage or cut-out(s)		
Neat craftsmanship: • Surface coverage is complete and appropriate		
• No distracting marks, edges, or glue smears		
• 2-D/3-D elements are mounted appropriately		

Posters will be displayed around the school for others to see. Plan it carefully and make it visually appealing.

Action Taken

☐ Approved

☐ Not Approved

Suggestions for Improvement:

_____

Evaluator(s) Signature Date

SCP
Poster-making 101

Do	Don't
• Make sure your visuals are clear and of good quality. • Have attention grabbers that will make a quick impact – you have less than 3 seconds to grab your reader's attention. • Lay out the content of your poster first. • Keep things clean and simple. • Choose colors or color combinations that are gentle to the eyes. • Use a clear and bold color for the wording on your poster – black is always effective. • Choose an "easy-to-read" font for the wording on your poster. • Make sure that you can read your poster from a distance (12 feet).	• Add unnecessary visuals to your poster – this simply clutters your poster and makes it too busy. • Run words to the sides of the poster – allow for margins on both sides and the top and bottom. • Use colors or color combinations that are too bright or harsh to the eyes. • Use fluorescent colors. • Use glitter for lettering – glitter is not a color.

FONTS:

This is a good font for a poster. (Arial, bold)

This one is good. (Franklin Gothic Book, bold)

I like this one, too. (Tw Cen MT)

This is a clear font, but it's a little boring. (Courier, bold)

Italics are especially hard to read from a distance. (Times New Roman, italic)

Fonts like this are difficult to read. (Jokerman)

This one is cute, but hard on the eyes. (Curlz)

I think you get the idea. (Blackadder ITC)

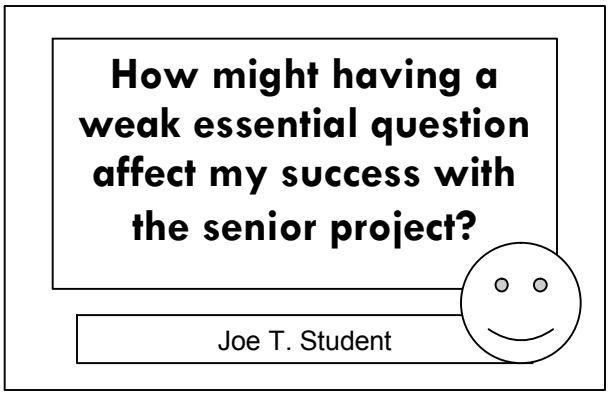
REMEMBER:

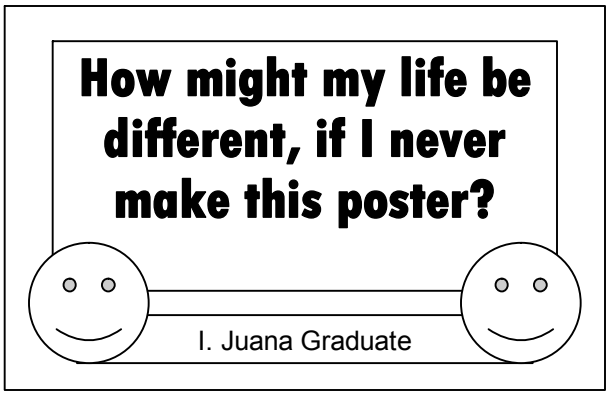
- **Keep it clean and simple – less is more.**
- **You have less than 3 seconds to draw attention to your poster.**
- **Your poster should be legible from 12 feet.**
- **Glitter is not a color.**

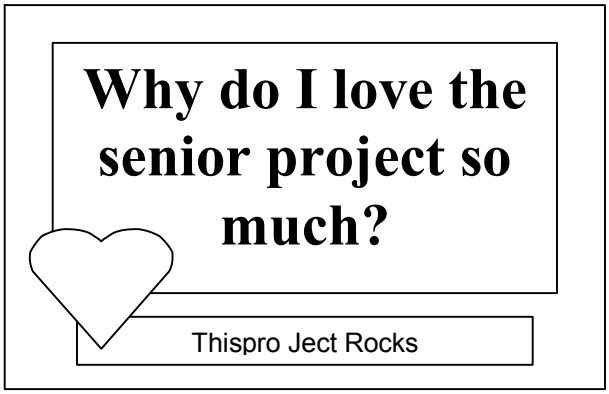
Designing Your Poster

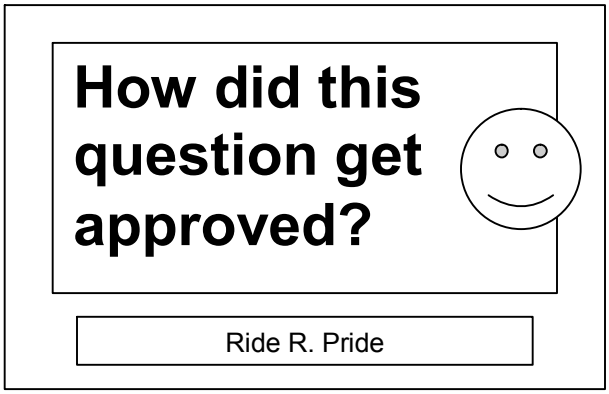
Remember:

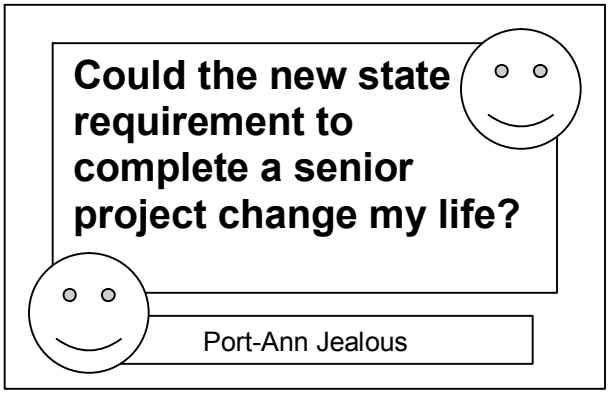
- **The essential question is the most important thing on your poster.**
- **You must also include your name and a visual.**
- **You don't want your visual(s) to become distracting.**

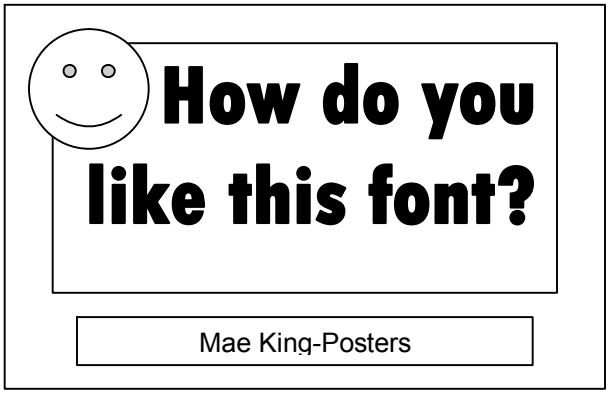












Be sure to look at some poster samples on the SCP website:
http://www.pasd.wednet.edu/school/hs/SeniorCulminatingProject/PAHS-SCPindex.htm

Element Three: The I-Search Paper and Précis

Now that you've established your essential question, outlined an appropriate plan of action for answering that question, and created your proclamation poster, you're ready to begin searching for information and writing your I-Search paper. The planning guide for writing the I-Search paper, the MLA style guide and the I-Search paper rubric have been included in this section to help clarify just exactly what you need to do in order to be successful with this element of the project. The other materials in this section have been included to help you keep track of your sources and manage your time. Please read over these resource materials carefully and use them as you see necessary.

Here are some tips to keep in mind as you work on your I-Search paper:

- Remember that *your* voice should be loud and clear as you write your paper.
- Keep your audience in mind and clarify anything that might not be general knowledge.
- Keep track of all of your sources – this will make the bibliography writing process much easier.
- Pay close attention to the MLA style guide and don't hesitate to visit citationmachine.net.
- Be sure you run through spell check and have someone proofread your paper for content and grammar. Revision is part of the writing process.
- Follow the rubric – it's the best guide you have as to what needs to go in the paper and what readers are expecting.
- If you're not sure about something, ask.
- Find some backup – a team of fellow writers can be an invaluable resource.
- Leave yourself enough time for the entire writing process.
- Enjoy the process – this is *your* story.

Senior Culminating Project Paper:
A Planning Guide for Writing the I-Search Paper

"Life ultimately means taking the responsibility to find the right answer to its problems and to fulfill the tasks which it constantly sets for each individual."
--Dr. Viktor Frankl, Man's Search for Meaning

We know that in the 21st Century almost all professions and career work will require learning by research and presenting the results with clarity, precision, and personality in writing. The PAHS Senior Culminating Project has many opportunities to strengthen each learner's capacity for this skill. By now, you have conducted multiple hours of initial research on your topic and been approved for your (a) Essential Question, (b) your Prospectus, and (c) your Poster. So it is time to begin planning and writing your I-Search paper. Begin by reading everything you can find on your topic and keeping track of your sources in a journal or special section in your notebook. Organize your readings and material into these four sections, since it will be the format used in your paper:

1. **What I knew when I started out**: By beginning at the beginning, it allows the reader to know the starting point of your learning journey. Include your Essential Question in this section. This section involves 15% of your score and can be written at an early stage of the project.

2. **The Search**: Now write about the story of your learning. Sometimes keeping a learning journal or log helps in keeping track of your learning; write about the story of your learning, your successes and stumbles, your path to discovery, the articles and books you have read, the people you have talked with and guided you, uphill and downhill. This section involves 25% of your score, one of the two largest point earning sections.

3. **The Facts:** Include this section of data, research findings, related information and support. Your quotes will need to be verifiable and noted in your "Works Cited" section. Be accurate, factual, precise, detailed, and informative. Hint: write down the source of your quotable material at the time it becomes evident to you that you will use it—it will save you later when your write your Works Cited page. Use graphs, charts, photos, illustrations here. This section involves 25% of your score, the second of two largest point earning sections.

4. **What I Learned:** Conclude by writing about your findings, results, and "aha" moments. This section culminates the project; it concludes your learning (at whatever stage that might be) and means that you are literally and figuratively "signing" off on your project—It will be your signature of learning, the capstone of one of your more significant high school learning experiences. It is very appropriate to write about what you know to be the impact of your project on yourself and others. Although it is only 15% of the overall grade for the paper, don't underestimate its value for the reader.

In writing the Paper, personalize your voice by using the first person pronoun—"I," "me," and "my." Writing using the first person pronoun allows readers to authenticate your learning—since plagiarism will not be tolerated. We define plagiarism as quoting, citing, or incorporating another published source **without due acknowledgement**. Since it constitutes academic dishonesty and subverts authentic learning, if plagiarism appears in the paper, it may result in disqualification of the paper and the offending student risks not graduating.

We recommend starting the drafting process as soon as you are able to accumulate a reasonable amount of knowledge and confidence on your topic. Because of the large size and scale of this project—it is *culminating* your learning at PAHS, after all—procrastination will lessen your chances for success. Your English 12 teacher will assist you with many facets of the composition process, but if you don't

have direct access to a writing professional, we have included a checklist of guidelines to be aware of in drafting your paper:

1. A clear purpose (sometimes called a theme or thesis):

    - Include your Essential Question in the first section of the paper
    - Make sure that each page of writing supports and connects to the stated purpose
    - Any developments in your learning clearly support your overall theme
    - Use your conclusion to solidify your purpose and demonstrate your learning and achievement

2. A tone suited for the targeted audience (an audience of informed adult readers):

    - An appropriate use of language—no slang or indecencies
    - Using language that establishes precision; mature

3. A well-organized structure:

    - Be willing to lead your adult readers with your writing so that we can follow your thought processes
    - Using transitions between paragraphs
    - Using examples, proofs and supporting details appropriate to your topic

4. An opening that draws the reader into your project:

    - Using an appropriate introduction includes leading with a question, an anecdote, a quote—anything that engages the reader from the beginning

5. A conclusion that cements it all together:

    - Not only should this summarize your learning, it should be the place to make a call for action, or to ring your discovered truth, or to demonstrate significant impact on how you have changed over the process
    - End by asserting how important it has been learning about your personalized topic

6. A title.

7. Accurate, detailed information as it applies to answering your EQ:

    - Always cite the source of your information for proper credit
    - Use primary sources (books, articles, interviews, and first-hand accounts)
    - Use secondary sources (criticism, reviews, web pages, and second-hand accounts)
    - Long quotations (longer than four lines) should be used sparingly—*only* if you can demonstrate that your paper would lack integrity without its inclusion. If used, it should be single-spaced, with margins inset ten spaces
    - Refer to www.mla.org/style_faq for specific answers to formatting style, or to Gibaldi's, MLA Handbook for Writers of Research Papers, 6th Ed. (New York: Modern Language Association of America, 2003).

8. An annotated bibliography with 10 sources minimum ("Works Cited"):
    - Annotation means writing a brief (75-words or so) account of how beneficial the source has been in assisting your writing.

9. A précis (or abstract)
    - A précis acts as a concise (not to exceed 100 words) summary of your project. It acts as "a handle" focusing on your project and what you are learning in the process.

As you work on the Paper, be mindful of these questions for self-reflection found below; it may serve to crystallize your thinking and hence, validate your learning:

A. Were you able to see flaws in the composition of your paper and then make needed improvements?

B. Explain your revision process.

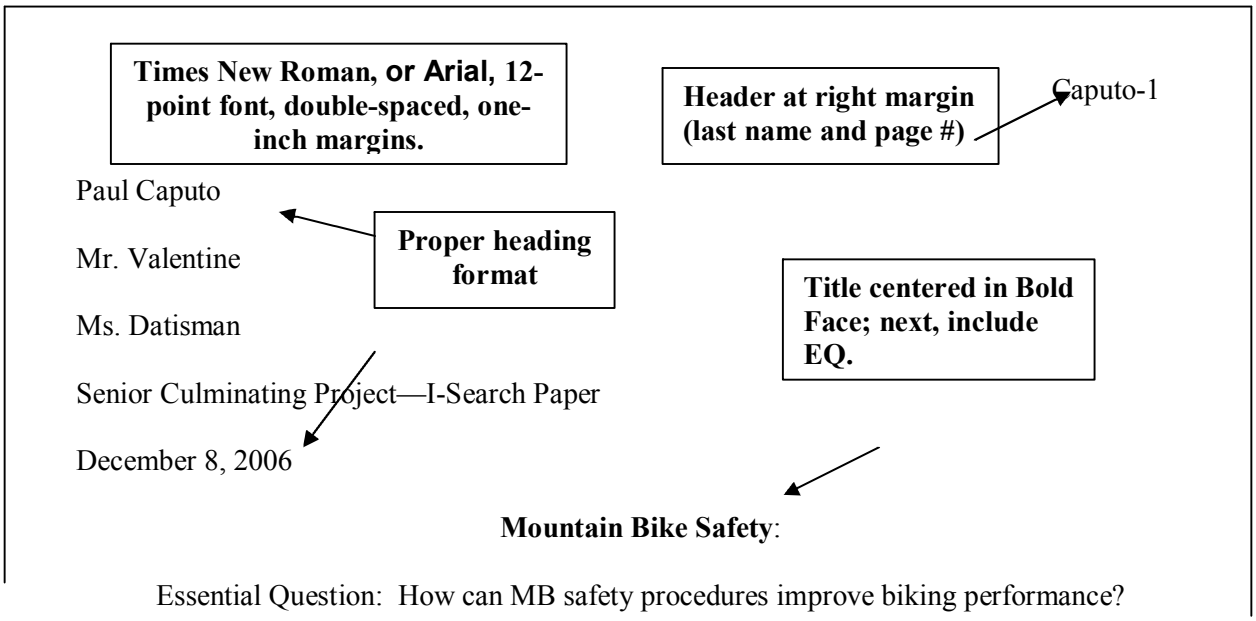
C. What qualities do you feel particularly proud of with your finished product?

D. What would you do differently next time?

E. What advice would you give to others planning to take on a similar project?

Formatting instructions should be as found below:

FIRST PAGE OF AN MLA-formatted SCP I-Search PAPER



A Title Page may be included but is not required. The paper needs to have a minimum of eight pages of text, but should not exceed 10 or, it must have between 2,000 and 2,500 words of text. This amount does not include graphs, illustrations, or photographs that may be inserted for clarification purposes, nor does it include the Annotated Bibliography.

Finally, contact your English 12 teacher and/or your Advisor if you have any specific questions unique to your project.

MLA Style Guide

In writing your research paper, you must document everything you borrow--not only direct quotations and paraphrases, but also, information and ideas.

The list of works cited at the end of your research paper plays an important role in your acknowledge of sources; but, it does not, in itself, provide sufficient details and precise documentation. You must indicate **exactly what** you have derived from **each** source, and where in each work you found the material.

- References in the text must clearly point to specific sources in the list of works cited.
- Identify the location of the borrowed information as specifically as possible.

MLA Handbook for Writers of Research Papers

General Guidelines

1. Use the first word of the Works Cited entry followed by the page (s) in the source in which the borrowed information occurs.

*Most of the time this is the author's name.
*If there is no author, use the first word of the title (other than a, an, or the).

2. If you refer to the author or to the title of the source (if there is no author) in the text of the paper, you need only cite the page number(s) of the borrowed information. See example on next page.

3. Once the source is cited, if it is cited again without another, different source coming in between, you need only cite the page number after the second citation. See Example on the next page.

4. If you are unsure how to document a source, consult *Writers Inc*., *Elements of Style,* or an on-line citation service like Citation Machine at citationmachine.net.

The following examples of Parenthetical Documentation refer to the examples on the Works Cited sheet.

Examples of Parenthetical Documentation – Citing Within the Body of a Document

- **Citations for Sources with an Author**

Example of An Author's Name in Reference
Electricity is one of the cleaner forms of energy (Samuelson 48-49).

Example of Author's Name Used in Text
Samuelson has argued this point about energy consumption successfully (48-49).

Example of Quotation with Author
Ronald Kotlulak offers this comment on the use of electricity:

"If we continue using our children's resources at this pace, our grand-children will be convinced that we showed no concern for their future on this planet." (2)

(Notice that this quotation is three lines long, that there is a double space between it and the colon at the end of it's introduction, that it is single-spaced, that is has margins which come in 1/2 inch more than the rest of the paper, and that two spaces follow the period and quotation mark before the citation. All quotations that are three lines or longer should be set up in this way.)

- **Citations for Sources Listed by the Title (No Author)**

Example of Title in Reference
Dams are the primary source of electrical power in the Northwest ("Electricity 253).

Example of Title in Text
According to the Guide to energy R & D programs for Universities, these statistics are faulty and overblown. (5-6).

- **Citation from Same Source Without an Intervening Source**

The flow of electricity in this case will triple (Vogt 14).

...Text continues .....(no other sources cited).
"Yet we cannot be without this precious resource as we enter the 21st Century" (16).
(Refers to the previous citation from Vogt)

Works Cited Page
Style & Typing Guidelines

Style Guidelines:

1. The "Works Cited" page is on a separate sheet at the end of the paper.

2. The entries are arranged alphabetically by the first word of the entry.
   Usually this is the author's last name.
   If there is no author, it is the first word of the title (other than the words a, an or the).

3. The entries are NOT numbered.

4. Entries use reverse indentation: this is, the first line is not indented, but the next lines of the same entry are. (Hint: Look at this line's style.)

5. Entries are double-spaced; information within the entry is single-spaced.

6. Titles of books, encyclopedias, magazines, pamphlets, newspapers, and plays are italicized. (If you do not have access to italic writing, they are underlined.) Titles of articles, programs, short stories, essays, and poems are placed inside "quotation marks."

7. Page numbers are given for articles and books, but not for pamphlets.

8. Most publication information for a book is found on the title page or the verso (the page on the back of the title page).If more than one city is listed, use the first American city. Use the city and state.
   If the city is a well-known, like New York, Boston, or Chicago, do not include the state.

9. Follow the "Works Cited" patterns that are provided.

Typing Guidelines:

1. Center the words Works Cited 1 inch from the top of the page. Do not underline it. Do not put quotation marks around it. Follow it with two blank lines (three returns in single space.)

2. Set the computer to automatically indent 5 spaces. If you don't know how to do this, ask for help.

3. Periods and colons are followed by two spaces.
   A period after an abbreviation that is at the beginning or in the middle of a sentence is followed by one space. If the abbreviation ends the sentence, one period does both jobs and two spaces follow it.

4. Do not use all capitals for titles or names.

5. ***Italicize*** titles of books, magazines, encyclopedias, and pamphlets.
   NOTE: If using underlining, avoid underlining the period at the end of a section.

6. Put quotation marks around the titles of articles in magazines, encyclopedias, and web pages. A second quotation mark follows the period.

--Sample--

Works Cited

"Electric Power." New Grolier Multimedia Encyclopedia. Grolier Electronic Publishing, Inc., 1995.

"Electricity," McGraw-Hill Encyclopedia of Science and Technology. 1988 ed.

Guide to Energy R & D Programs for Universities and Other Research Groups. Washington, D.C.: U.S. Department of Energy, 1992.

Kotlulak, Ronald. "High Energy Physics--Device to Tap Science's Mother Lode." ChicagoTribune 21 July,1985, Section 6: 1-2. SIRS Electronic Researcher, Fall, 1995.

Pike, Stuart. (1995, September 18). Re: Electricity Upgrades. [Discussion], [Online}. Available e-mail: USENET Newsgroup: engineer.chat.

Samuelson, Robert J. "The Coming of Blackouts?" Newsweek 26 December, 1988: 48.

Vogt, Gregory. Electricity and Magnetism. New York: Franklin Watts, 1985.

(NOTE alphabetical order – if an author's last name is not available the first SIGNIFICANT word of the title is used.)

Works Cited Style Sheet
For Print, Video, and Interview

- If your source does not fit one of the following patterns, consult a copy of ***Writers Inc.*** or an online citation source.

- **For a book by one author**

Pattern:
Author (Last Name, First Name). Title. Place of Publication: Publisher, Date of Publication.

Example:
Bennett, George N. *William Dean Howells: The development of a Novelist.*Norman, OK: University of Oklahoma Press, 1959.

- **For a book by two or more authors**

Pattern:
Author (Last Name, First Name) and Author (First Name Last Name). Title. Place of Publication: Publisher, Date of Publication.

Example:
Brockway, Wallace and Herbert Weinstock. *The World of Opera*. New York: Harcourt, Brace & World, 1958.

- **For a book with an editor, not an author**

Pattern:
Editor (Last Name, First Name), ed. Title. Place of Publication: Publisher, Date of Publication.

Example:
Untermeyer, Louis, ed. *Modern American Poetry*. New York: Harcourt, Brace & World, 1958.

- **For a work in an anthology**

Pattern:
Author (Last Name, First Name). "Title of Work." Title of Book. Editor. Place of Publication: Publisher, Date of Publication. Page Numbers.

Example:
Rubenstein, Arye. "Children with AIDS and the Public Risk." AIDS: Facts and Issues. Ed. Victor Grange and Norman Rudnick. New Brunswick, NJ: Rutgers University Press, 1986. 99-103.

- **For an encyclopedia article with no author or dictionary entry**

****For an article with an author, begin with the author's name, Last Name, First Name.**

Pattern:
"Title." Title of Reference Work. Year of edition.

Example
"Nuclear Energy." Encyclopedia Americana. 1993 ed.

- **For a signed news story**
  ****For a news story without an author, begin with the news story's title.**

Pattern:
Author (Last Name, First Name). "Title of News Story". Newspaper Date of Publication, Edition: Section Number: Page Number.

Example:
Giniger, Henry. "France Protests Algiers' Seizures." New York Times 6 April, 1963: Sec A: 19.

- **For a signed pamphlet**
  ****For a pamphlet without an author, begin with the title of the pamphlet.**

Pattern:
Author (Last Name, First Name). Title of Pamphlet. Place of Publication: Publisher, Date of Publication.

Example:

Fusco, Gene C. *Organization and Administration of Pupil Personnel Service Programs*. Washington, DC: US Department of Health, Education and Welfare, 1961.

"Nursing." Olympia, WA.: WOIS/The Career Information System, 1994.

- **For a monthly or bimonthly magazine article**
  ****For a magazine article without an author, begin with the title of the article.**

Pattern:
Author (Last Name, First Name). "Title of the Article." Magazine Title Day Month Year of Issue: Page(s).

Example:
Smith, James. "New Life on the River." Time 4 January 1963: 62.

- **For an interview that the researcher conducts**

Pattern:
Person interviewed (Last Name, First Name). "Topic of Interview." Kind of interview. Date of Interview (Date Month Year).

Example:
Daniels, Chip. "EMT Services on the Olympic Peninsula." Telephone interview. 12 January, 1966.

- **For an interview that was published or broadcast**

Pattern:
Person interviewed (Last Name, First Name). "Topic of Interview." Name of Program or Publication Place of Publication: Name of Publisher, Date (Date Month Year): Page(s).

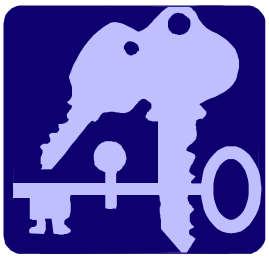
Example:
Campbell, Joseph. "The Power of Myth." Conversations with Bill Moyers. Boston: WNET, 17 April 1987.

Fellini, Frederico. "The Long Interview." Juliet of the Spirits. Ed. Tillio Kezich. Trans. Howard Greenfield. New York: Ballantine, 1966: 17-24.

- **For a visual source (video, television program, laserdisc, film, etc.**

Pattern:
"Title of Program." Medium. Director [may include writer(s)]. Producer(s), Date (Date Month Year).

Example:
"National Gallery of Art." Laserdisc. Voyager Company, 1987.



Citing Electronic & Online Sources

- **For an article from a CD-ROM encyclopedia**

Pattern:
"Title of Article." *Title of Encyclopedia*. Publisher, Date of Publication.

Example:
"Viruses." *The New Grolier Multimedia Encyclopedia*. Grolier Electronic Publishing, Inc. 1995.

- **For a SIRS article**

Pattern:
Author (Last Name, First Name). "Title of Article." *Original Magazine or Newspaper* Day

Month Year of Issue: Page(s). Volume Name, release date.

Example:
Fisher, Patricia. "Tough Teens." *Seattle Times/Post Intelligencer* 9 March 1986: SIRS Electronic Researcher. fall, 1995.

- **For material from an online information service**

Pattern:
Author (Last Name, First Name). "Title of Article." Original Magazine or Newspaper Day Month Year of Issue: Page(s). Volume Name, release date.

Example:
Steinert, Tom, "Superhighway May Miss Schools Computers and Technology Classrooms Could Gain a lot by Getting on the Road." San Francisco Examiner 16 January 1994: B1. DIALOG File 732.

- **For a message from a Listserv**

Pattern:
Author (Last Name, First Name) of message. (Year, Month Day). Subject of message. ElectronicListserv name [Online]. Available e-mail: LISTSERV@e-mail address.

Example:
Jones, Ken. (1995, January 28). GEN: Top Software for School. School Library & Media Network [Online]. Available e-mail: L_M_NET@listserv.syr.edu.

- **For electronic mail**

Pattern:
Author (Last Name, First Name) (Year, Month Day). Subject of message [e-mail to recipient's name], [Online]. Available e-mail: LISTSERV@e-mail address.

Example:
Smith, John. (1995, January 28). Re: Help with World History Project [e-mail to Tom Cruise]. [Online]. Available e-mail; tcruise@mail.firm.edu.

- **For Usenet newsgroup message**

Pattern:
Author (Last Name, First Name) (Year, Month Day). Subject [Discussion], [Online]. Available e-mail: USENET newsgroup: name of group.

Example:
Smith, John. (1995, January 28). Re: Questions about Canada [Discussion]. [Online]. Available e-mail: USENET Newsgroup: k12.chat.senior.

- **For Internet Source**

Pattern:
"Title of page." URL. [Online]. Source. Time of Search. Date of Access (Year, Month Day).

Example:
"History of Space Exploration." http://www.c3.lanl.gov/~cjamil/SolarSystem/history.html. [Online], World Wide Web. 3:15 PM. 1995, June 15.

SCP
I-Search Paper Rubric

Name:	**Date:**
Evaluator(s):	**Advisor:**
Essential Question:	

Exceptional = Pass (90 – 100) Satisfactory = Pass (70 – 89) Unsatisfactory = Redo (0 – 69)

Assessment Summary: If **any** of the criteria below are missing, incomplete, or below standard, the I-Search paper will be considered incomplete and will not be eligible for evaluation until completed/brought to standard.

Note: **Anything which impedes readability or gets in the way of understanding, such as frequency of errors or ineffective organization, will automatically qualify as a re-do. THE ORIGINAL AND THE RUBRIC MUST BE SUBMITTED ALONG WITH THE CORRECTED PAPER.**

Formatting and Conventions			
Criteria	**Points Possible**	**Points Earned**	**Comments**
Formatting per instructions • 8 -10 pages 2000 – 2500 words • Double spacing • 12 point Times New Roman or Arial ***Note**: Photos, graphics, the précis, outline, table of contents, annotated bibliography, and appendix do not count toward the total page count **Bibliography** is present **In text citations** are present ***Note**: A Satisfactory paper will have 1 or more citations per page; an Exceptional paper will have 2 or more citations per page			Formatting is a basic requirement. If it is not correct, the paper will be automatically handed back to be redone. Satisfactory will be the highest level of achievement possible for the redo.

Content, Organization, Style	**70 Points**		
Criteria	**Points Possible**	**Points Earned**	**Comments**
Content: Introduction: • What I knew (or didn't know) about the topic • Why I chose the topic (the essential question) Body: • The journey or the search • Includes primary research with sources cited with in the paper and listed in the annotated bibliography • Includes secondary research with sources cited with in the paper and listed in the annotated bibliography • Includes illustrative details that are specific and precise Conclusion: • What I learned (or didn't learn)	30		

Organization: • The introduction catches the audience's attention and makes them want to read more. • The journey is presented in the best possible order and with the appropriate amount of time/attention is paid to each section – logical paragraphing and emphasis • Moves from section to section in ways that make reading enjoyable – transitions link ideas between and within paragraphs	20		
Style: • Narrative form • First person point of view • Writing makes the audience care about the topic • Writing is as unique as the person who wrote it • The author respects who the audience is and what they need to know • Writing is energetic and expressive • The language is specific and precise to the needs of the paper • There is a variety of sentence types.	20		

Formatting and Conventions	**30 Points**		

Annotated Bibliography
• 10 Sources
  ○ At least 2 primary sources
  ○ At least 2 related books
  ○ At least 10 references appear properly cited within the body of the paper
• MLA Format
  ○ Must include a 75-word annotation with each source listed. Annotations include a brief description of content and a comment upon the usefulness of the resource
	10		

Conventions – Mechanical Correctness • Spelling (**no** misspellings or capitalization errors)	5		
• Punctuation (correct use of end marks, commas, quotation marks, dashes, colons, semicolons. . .)	5		
• Sentence structure (use of complete sentences, lack of comma splice errors and run-on's; use of parallel structure where appropriate, modifiers not misplaced, etc.)	5		
• Usage (use of the correct word in the correct circumstance, agreement of pronouns and antecedents in standard, informal English)	5		

Points earned _____/100

Comments:

SCP
Project Time Sheet

It is a good idea to provide documentation of the activities required by your project and the amount of time that you spent. Use this in conjunction with the **Planning Timeline** to track and adjust your progress. Use as many sheets as you need. (FYI: The SCP will probably take 30-40 hours to complete.)

Date	Activity/Comments	Time spent

SCP
Planning Timeline

Calendar your project(s) and estimate how much time you will need to devote to this each month. Include this timeline in your culminating project portfolio. (Your SCP will likely take 30-40 hours)

Senior Year:

September:	*Hours*	*February:*	Hours
October:		*March:*	
November:		*April:*	
December:		*May:*	
January:		*June:*	

SCP
Note-Taking Form

Name: _____

Save with a descriptive title or a sequential number for this source.

Today's date	
Source (title, author, publication, date, URL, etc.)	
Subject	
Abstract (pertinent information—paraphrase, list, or write fragments -- avoid copying and pasting huge blocks of text)	
Ideas (record here your ideas and reactions to the information, ways to use them in your paper, your opinions, or further research you need to do in relation to this information)	

Elements Four and Five: The Application of the Project & its Presentation

You've finished your planning and research. You've written the story of your research and learning process. What have you learned? The application project and presentation were designed to give you an opportunity to show what you've learned.

How do you choose an appropriate application of your project? That depends completely on the nature of your essential question. If the answer to your essential question will result in a new competency or a product, then you should demonstrate the new skill or share the product. If the answer to your essential question is new information, then you might consider who would benefit from learning this information and create a medium for sharing that information with that audience.

Need some ideas? The possibilities are really endless. You could:

- design a website
- create an advertisement campaign
- write a piece and perform a piece of music
- write a letter to policy makers
- create a business plan
- choreograph and perform a dance
- write a newspaper article
- write a short story
- compile a portfolio of your artwork
- create a set of lesson plans
- create a documentary
- write an informational pamphlet or brochure
- prepare a presentation for a local service club
- design a clothing line

Your presentation is essentially 10-15 minutes of "show and tell." You will tell about your research process, share what you've learned, and show what you chose to produce and apply what you've learned. The scoring key below has been designed to serve as a guide for you and an assessment tool for the faculty members who will evaluate your project and presentation.

SCP
Presentation Visual Aid Yes-List

You are required to use visuals in an effective manner during your presentation. Use this "yes-list" to help you evaluate the visual aids you've chosen. If you can answer "yes" to all of the questions below, you should be in great shape in meeting the visual aid requirements for your presentation.

As you prepare the visual aids for your presentations, please consider the following questions:	**Yes**
Are your visual aids neatly organized and integrated into your presentation?	
Do your visual aids show concrete evidence appropriate to your project? (e.g., photos, videos, completed products)	
Are your visual aids of a high quality?	
Do your visual aids support and enhance the main points of your presentation?	
Are your visual aids audience-friendly?	
Have you rehearsed to ensure that your equipment will perform?	
Do you have a backup plan for any technological difficulties?	

SCP
Presentation Rubric

Name:	Advisor:
Evaluation Panel:	

Assessment Summary: Mark your panel's overall evaluation. If a student doesn't score a satisfactory, the work will need to be redone. Please list on the back of this sheet what you would require for the student to pass his or her re-do.

Presentation Skills	Exceptional	Satisfactory/ Pass	Not Satisfactory
Presentation Content	Exceptional	Satisfactory/ Pass	Not Satisfactory

Time	**Pass:** 10 – 15 minutes	**Redo:** Less than 10 or more than 15 minutes

Presentation Skills

Criteria	Exceptional/ Pass	Satisfactory/ Pass	Not Satisfactory/ Re-do
Presence	• Highly poised • Consistent eye contact • High "WOW!" factor • Interesting; engages the audience • Impressive attire	• Generally poised but the sophistication lacking • Consistent eye contact, but does not draw in the audience • Appropriate attire	• Inappropriately informal, unrehearsed and disorganized • No eye contact • Little effort to make the presentation interesting; fails to engage the audience • Inappropriate attire
Voice/ Language	• Expressive tone/ language	• Appropriate tone/ language	• Inappropriate tone/ language that interferes with understanding (swearing, slang, etc.)
Project Application/ Demonstration of Learning	• Effective use of visuals signifies profound learning • Authentic application and/or demonstration of new learning • Answers impressively the essential question	• Adequate use of visuals • Applies and/or demonstrates learning • Sufficient answer to essential question	• Visuals do not relate to project or are inadequate • No application or demonstration of learning • Insufficient attention given to demonstrating learning

Presentation Content

	Exceptional/ Pass	Satisfactory/ Pass	Not Satisfactory/ Re-do
Introduction • **Address EQ** • **"What I knew (and didn't know) about my topic when I started out"**	• Clearly communicates the EQ and consistently uses it to relay the important knowledge gained from the project • Includes a clear objective that explains the significance of the project • Clearly addresses what they knew when they started	• Communicates the EQ and generally uses it to relay the knowledge gained from the project • Includes the objective; could further develop the significance • Mentions, but doesn't elaborate on their starting point	• Attempts to communicate the EQ, but it is not clear how it relates, or the EQ is missing • Lacks clear objective or objective as stated does not clarify the significance of the project • Doesn't mention their starting point
The Search • **"My story of the hunt"** • **The facts, data, research, information**	• Selects compelling information and examples • Clearly tells the story of their research process • Effectively expresses their depth of inquiry	• Selects relevant information and examples, but they are not always compelling • Refers to their research process, but the story is missing • Generally expresses their depth of inquiry	• Lacks sufficient information and relevant examples • Doesn't tell the story of their research process • Superficially mentions their inquiry
The Conclusion • **"What I learned (or didn't learn)"**	• Demonstrates a deep understanding of topic • Effectively expresses the significance of their learning	• Demonstrates a general understanding of topic • Sufficiently expresses the significance of their learning	• Shows superficial understanding of topic • Superficially expresses the significance of their learning, or fails to mention any significance
Response to Questions • **Knowledgeable** • **Responsive**	• Answers demonstrate insight and add new information for clarification • Makes strong connection between the question and response with clear evidence and/or examples	• Answers are thoughtful and adequate responses to the question • Makes connection between question and response with examples though may not address all aspects of the question	• Avoids or does not address the question • Demonstrates little or not understanding of question

What needs to be re-done? Please list specifics so that we can counsel students. Thanks!