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**Overview:** This project will serve as the final **(20% of your total grade)** for your senior year at Great Oak High School. **Failure to complete and submit this project will result in an “F” for your second semester English grade.**

**Purpose:** To demonstrate that you have grown in the six areas of the SPIRIT acronym and to reflect upon that growth.

**INTRODUCTORY PAGE(s):** We would like you to take one page to introduce yourself to your audience. On this page you will also include clear links to each tenet of SPIRIT. **List these in the following order: Scholarship, Passion, Integrity, Reflection, Involvement, Teamwork**.

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| **Mandatory** elements for the cover page | **Optional** elements for the introductory page(s) |
| * your full name
* year of graduation
* English teacher’s name and period
* Date
* your resume that establishes your post-high school objective, skills,

 accolades, education, etc.  | * a list of your favorite book(s)
* a favorite or inspirational quote that you live by
* a photo that represents your personality
* your future plans (both near and far)
* a section where you give credit to those mentors who have helped you along your journey to graduation including an explanation of the ways in which these mentors supported you
* A letter in intent about your future plan (intended major, involvement, career path).
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**E-Portfolio Digital Presentation** Consistency matters when creating a professional portfolio highlighting your work. Please consider audience needs when designing your e- portfolio. The following factors will be assess: consistency of layout, ease of navigation, use of color and images, size and readability of font, cohesion between pages. A polished piece should be presented.

**The following standard will be evaluated holistically:**

[**W.11-12.2.**](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/)  Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Part I: REFLECTIVE WRITING & EVIDENCE.** Scholarship, Integrity and Reflection of the SPIRIT acronym each carry a specific prompt with instructions. You need to complete each of the three writing tasks and document tangible evidence from your portfolio for this portion of the project. **All written work for part one will be submitted to Turnitin.com and to your teacher in a bound, presentation style document or online in an eportfolio at your teacher’s discretion.**

Your professional portfolio is worth a total of seven standard scores. Take time to revise any necessary responses before you submit your Portfolio. The expectation is that you demonstrate your most sophisticated work via this portfolio. This truly is the culminating work of your high school Language Arts career and experience at Great Oak High School.

When you upload documents to your eportfolio, please format files as pdfs. Do NOT upload as Microsoft Word or any file format that will download automatically when the hyperlink is clicked upon. Be sure to check permissions on all aspects of your eportfolio. Teachers will need access to all portions of your eportfolio in order to grade them.

**The following standard will be evaluated holistically:**

 **L 11-12.1/2** Demonstrate command of the conventions of Standard English when writing.

**Part I: Reflective Writing & Evidence Prompts**

 **Tenet Prompt(s) Directions Standards Evidence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S****C****H****O****L****A****R****S****H****I****P** | Any Great Oak portfolio score sheet will demonstrate that writing comprises the highest cumulative percentage of the standards based scores in English. Your portfolio should be riddled with Common assessment essays and responses to literature. * Select one essay from the past four years that was not scored to your academic satisfaction. We encourage you to choose a piece from your freshman or sophomore year, even if it was scored to your satisfaction.
* Rewrite that original piece of writing using all of the tools of writing and revision in your senior arsenal.
* Additionally, attach a reflective narrative in which you discuss your skills and abilities as a writer and how specifically you were able to improve from the original essay to the revised essay.

*You are proving that academically you have grown as a writer by offering a sampling of your most sophisticated work.*  | 1. **Select a full length (5+paragraph) essay you wrote earlier and want to revise. It can be an ICE or process paper, but MUST be an essay that you wrote earlier in your GOHS experience.**
2. **Rewrite and type the original essay (5+paragraph) with the writing and revision skills you possess today.**
3. **On separate paper, type a reflective paragraph about how you improved on the original. What did you add to make this piece a stronger model of writing? Explain clearly how you improved the piece.**
4. **Include from top to bottom in this order: a) the handwritten original, b) the typed rewrite, and c) the reflection. All work should be formatted correctly (MLA).**
 | **W 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W 11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | * your revised piece of writing
* the original piece of writing with the original prompt
* your reflection
* any **ACADEMIC** awards you have received in **HIGH SCHOOL**
 |
| **I****N****T****E****G****R****I****T****Y** | **DEFINITION:** **"STRUCTURAL INTEGRITY AND FAILURE *is an aspect of engineering which deals with the ability of a structure to support a designed load (weight, force, etc.) without breaking, tearing apart, or collapsing, and includes the study of breakage that has previously occurred in order to prevent failures in future designs."*****(http://en.wikipedia.org/wiki/Structural\_integrity\_and\_failure)****DIRECTIONS:****USING YOUR LIFE AS THE STRUCTURE,** develop an **extended** **analogy** which expresses **the process of building integrity into your life plan**. This analogy must represent your life in the expression of a building, object, or blueprint. **EXAMPLES:****Your extended analogy could be a house, a baseball diamond, a shoe, a geometric shape, an automobile, anything with enough complexity to develop the definition above as it pertains to your life plan.****THINGS TO INCLUDE:****-STRUCTURE: what is the "skeleton," or**  **framework, that defines your plan?****-STYLE: what are the factors which define**  **your uniqueness and make your life attractive?****-COHESION: what ingredient or element**  **connects everything together and creates**  **wholeness or completion in your life?****-STRENGTH: what aspect of your analogy**  **protects you against the stressors of life?****-DURABILITY: what part of the design in your**  **analogy is going to guarantee that your plan is**  **an enduring, lifelong plan?****-DIRECTION: who/what are the sources which**  **empower you and allow you to move your plan** **forward and make it become a reality?** | **1. Choose/create a "model" (check the** **"examples" section for ideas) for**  **your extended analogy.****2. Develop a comprehensive extended**  **analogy in written form to reveal**  **how you are building integrity into**  **your life plan.** **3. Create your visual aids (see**  **"evidence” section).****4. Your response should be typed and**  **labeled with appropriate headers**  **(from the "things to include"**  **section); use MLA format** | **W 11.-12.2d**Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **W 11-12.3**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  | * Pictures of the people, places, ideas, character awards, values and things you attribute
* models, drawings, illustrations: any viable visual which powerfully enhances your written concepts
 |
| **R****E****F****L****E****C****T****I****O****N** | * #1 From your prior portfolio work, what assignment (essay, project, presentation, discussion score, etc) are you most proud of? Why? Explain that assignment and why you feel you were successful.
* #2 Look at transcripts, grade reflections, Infinite Campus printouts from the last four years. How have you grown in each category of instruction over the last four years? Be specific in your observations and interpretations.
* #3 Look at transcripts, grade reflections, Infinite Campus printouts from the last four years. In which categories do you still see opportunity for growth? How will you continue to grow in these areas after graduation?
* #4 How has GOHS prepared you for “the next step” (college, vocation/career, etc.)
 | 1. Type your response in four fully developed paragraphs, one for each prompt, including a title for each paragraph.
2. Be honest and specific in your responses.
3. Provide attached evidence for each of your responses (photos, charts, graphs, etc.)
 | **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | * the assignment of which you are most proud
* include an unofficial transcript (can be accessed in IC)
* all available end of semester reflections.
* evidence of your next step: college admission letter, pamphlet of vocational school, etc.
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**Part II:** **MULTIMEDIA DESIGN & PRESENTATION**. Passion, Involvement and Teamwork of the SPIRIT acronym each carry a specific prompt with instructions. You need to complete each of the three tasks and include evidence for this portion of the project. **This presentation is heavily based on your ability to use technology, including your ability to edit and provide a quality video in regards to sound and transitions**. The presentation should focus on your evidence for the Passion, Involvement and Teamwork components of the SPIRIT acronym, and will clearly demonstrateyour areas of growth and interest.

You will upload your entire **working** media presentation to your eportfolio prior to your assigned due date. Your media presentation must be fully functioning on campus and will be assessed DURING your actual presentation. If you are technologically deficient, ask peers and staff to help you. Be expressive, unique, and **APPROPRIATE** with your media.

|  |  |
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| **Friendly Reminders:** | Be sure to: * Use audio (copyrighted music may not work on campus)
* Use live video in at least one of the three components
* Use ample voice and text to narrate and provide context throughout
* Be proactive and start early
* Be creative, insightful, and artistic
* Complete multiple test runs (consider at least one on campus)
* Stay within time limits (5-6 minutes)
* Use fluid transitions between voice-over narration and music
* Use consistent volume settings throughout
* Use professional language and appropriate register
* Articulate ideas clearly, speak loudly, and enunciate so we can easily hear you
 |

**Cautions:** A note about **self-indulgence: don’t overdo it!** More than 5-10 pictures for any given category is indulgent and may hinder you from providing enough evidence for other requirements. For example, although you love your parents, we don’t need to see every picture you’ve ever taken of/with them. Also, you may look fabulous in a bikini, ladies, or shirtless, gentlemen, but these pictures do not support any element of the SPIRIT acronym and are unnecessary and incredibly self-indulgent. Adhere to GOHS dress code throughout your video unless context is appropriate (i.e. water polo as a teamwork example, etc). All resources must also be school appropriate including lyrics. ***Depictions of student use of alcohol and/or drug use, or inappropriate exhibition of guns, cigarettes or any other unapproved, illegal or illicit activities as outlined in the GOHS handbook WILL result in immediate stoppage of your presentation, a failing grade for Part 2, and notification for reason of failing grade to administration and parents. If in doubt, err on the side of CAUTION!***

**Standards assessed for this presentation:**

**SL 11-12.4**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL 11.12.5**

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL 11.12-6**

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Part II:** **Multimedia Design & Presentation**

**Directions:**

1. **For each of the tenets below, please include a response to the prompts in your video. You do not need to address every prompt. Please reflect upon which prompts will provide the most honest and appropriate response for your experience with Passion, Involvement, and Teamwork and over the past four years.**
2. **You may choose to address the prompts through a variety of mediums such as videos, narration, and text.**

 **Tenet Prompt(s) Evidence**

|  |  |  |
| --- | --- | --- |
| **Intro** | * Include a brief overview of who you are and how you have arrived at this point in your life before your Passion component
* 30 seconds max
 | * Pictures to accompany narration
 |
| **P****A****S****S****I****O****N** | * What is your passion? Describe what you are passionate about.
* Explain how you initially became involved with your passion. Did anyone inspire you?
* How has this passion changed you as a person?
* In what way(s) has your passion influenced your academic or high school life?
* How will you continue to enjoy your passion beyond high school?
 | * Pictures of you doing your passion/location
* Certificates, awards or acknowledgements pertaining to your passion
 |
| **I****N****V****O****L****V****E****M****E****N****T** | * How have you served community and school during the last four years? Be sure to include *community service*, a basic requirement you have all met.
* Explain what you were involved in and how it has influenced you.
* Include any other service you were involved in while at GOHS.
* Explain how your involvement has influenced your academic experience, and your future service plans; be specific about any service projects you are interested in pursuing after high school or college.
 | * Pictures of you being involved
* Flyers from the organization or event in which you were involved
* Certificates, awards or acknowledgements pertaining to your involvement
 |
| **T****E****A****M****W****O****R****K** | * How has your ability to work in a team improved during your high school experience?
* What projects, assignments, collaboration afforded you the most opportunities for growth regarding teamwork?
* Have you learned to work well with others, even those with whom you are not well acquainted or with whom you disagree?
* Has your ability to equally share responsibility for group tasks and end products improved over the past four years?
* How do you encourage teammates to work to their fullest potential? How has this skill been affected collaborative assignments?
* Have any extracurricular activities helped you become a better teammate? Did this translate to the classroom?
 | * Pictures of you being part of a team
* Projects, events you worked on as a team

Certificates, awards or acknowledgements pertaining to your teamwork |
| **Conc** | * A brief conclusion about where you are going in your life, your next steps.Include at the end of your Teamwork component
* 30 seconds max
 | * Pictures of your university, job plans, travel destinations etc.
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