



# SCP HANDBOOK – CLASS OF 2011

## TABLE OF CONTENTS

<b>Outline and Timeline.....</b>	<b>pp. 2-3</b>
<b>Class of 2011 Due Dates.....</b>	<b>p. 4</b>

### THE ESSENTIALS

<b>Element One: The Prospectus.....</b>	<b>p.5</b>
Pre-search Worksheet.....	pp.6-7
Tips for Filling in the Prospectus.....	pp. 8-9
Blank Prospectus Permission Form.....	pp. 10-11
Prospectus Rubric.....	pp. 12-13
<b>Element Two: The Application of the Project .....</b>	<b>p.14</b>
Characteristics.....	p.14
Suggestions.....	p. 15
<b>Element Three: The I-Search Paper with Works Cited and Executive Summary.....</b>	<b>pp. 16-17</b>
I-Search Project Paper – Planning Guide.....	pp. 19-20
MLA Style First Page Example.....	p. 22
Formatting Notes .....	p 22
Works Cited Page Formatting – Short Guide .....	p. 24
Assembling the Paper .....	p. 22
Parenthetical/In-text Citation Formatting – Short Guide .....	pp. 22-23
Executive Summary Construction and Formatting .....	pp. 23-25
I-Search paper Rubric.....	pp. 26-27
<b>Element Four: The Presentation.....</b>	<b>p. 28</b>
Presentation Rubric.....	pp. 29-30
<b>The Alternative Assessment Options.....</b>	<b>p. 31</b>
DECA, FBLA, E! Youth Challenge, Natural Resources Projects .....	p.32
SKILLS USA.....	p.33

### THE TOOLS

#### The Prospectus

SCP Interest Survey.....	pp. 35-36
Essential Questions 101.....	pp. 37-38
Essential Question Formative Checklist.....	p. 39
Sample Essential Questions.....	pp. 40-41
The Essential Essential Question Generator.....	pp. 42-44
Generating Essential Questions from the Six Facets of Understanding.....	p. 45
Question Stems for Focusing Student Projects .....	pp. 46
SCAMPER Questioning Strategies.....	pp. 47

#### The I-Search Paper, Works Cited and Executive Summary

Project Time Sheet .....	p. 48
Planning Timeline.....	p. 49
Note-taking Form.....	p. 50

#### The Presentation

Presentation Visual Aid Check List .....	p. 51
--	-------

<b>GLOSSARY.....</b>	<b>p. 52-53</b>
----------------------	-----------------



# SCP OUTLINE AND TIMELINE

## **What is the Senior Culminating Project?**

The SCP is designed to let students design and direct their own learning. It showcases skills, abilities, and proficiencies that are beyond the minimum competencies required to pass the WASL/HSPE. Students choose, design and implement a long-term project with oral, written and community service components.

## **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.

Washington State Learning [Goal 3](#): Think analytically, logically, and creatively; integrate experience and knowledge to form reasoned judgments and solve problems.

Washington State Learning [Goal 4](#): Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

(Learning Goals can be found at [http://www.k12.wa.us/CurriculumInstruct/EALR\\_GLE.aspx](http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx))

## **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 Advisory and from their English 12 teachers. (See next pages for additional information.) However this handbook can be used as a self-reference guide for all students.

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

The Senior Culminating Project has these elements.

1. A **prospectus** form (see pp. 10-11) in which each student identifies:
  - an essential question which is the basis for his/her project
  - how he/she intends to answer the question—a plan of action
  - what he/she intends to do as an application of the project
  - how the proposed project is related to state learning goals [three and four](#)
  - anticipated challenges
2. An application project that:
  - demonstrates the knowledge the student has gained
  - showcases a new skill such as: a piece or collection of art, a dance, a performance, a community service project, a publication, a website, a community presentation etc.
3. An I-Search paper about his/her research that:
  - is guided by the essential question
  - tells the story of the research process
  - explains what he/she found out in attempting to answer the question

- explains how he/she applied the research
- includes an Executive Summary
- includes a Works Cited page with parenthetical/in-text citations tied or referring to the sources listed

4. A presentation to a panel of adults in which each student
- demonstrates what he/she has learned while answering the question
  - shares his/her application project
  - responds to questions from the panel

### When will students do the 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 <b>Due date: January 15, 2010</b>
Students conduct research to answer their question.	As soon as the prospectus has been approved.
AP English, Skills Center, Early Completer and Running Start Students complete I-Search paper. AP History students will have the time after the AP history test until the end of the school year to work on the I-Search paper.  Any student may work on the paper over the summer to be ready for early completion.	<b>Due date: September 8 , 2010</b>
AP English, Skills Center, Early completer and Running Start Students complete SCP Presentations	<b>Presentation Date: Sept. 29, 2010</b>
Students finish the Application of the Project and provide documentation of work	Any time after the approval of the question to be finished by <b>April 29, 2011</b>
English 12 Students write research paper.	Sept. through Nov. of senior year in English 12 <b>Due date: Nov. 5, 2010</b>
English 12 Students begin plans for their presentation.	November 2010 – practice in Advisories and English 12 classes
Students give presentations.	January and February 2011 of senior year in English 12 classes and to Faculty Panel, Required for graduation. Students needing re-dos or who were not scheduled during the January and February dates will be presenting during the HSPE testing dates March, 15, 16, 17, and April 13th <b>There will be a few slots May 18 to serve students who were not enrolled in PAHS during the first semester of the 2010-2011 school year.</b>

### 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?**

Students who will not be enrolled in an advisory during their junior or senior year, such as Running Start and Skills Center students, and students who are not planning to enroll in English 12 will be expected to work independently to complete the project. Support is available on the SCP website and from the SCP Coordinator. Please call the high school at 452-7602 to be connected with that person.

Students Enrolled in Running Start program are encouraged to enroll in the HUMDEV 101 course which is the support class for the SCP at Peninsula College.

**What about exchange or international students?**

Exchange or international students enrolled as seniors are expected to participate in the project as part of the process to earn their honorary diploma from PAHS.

**SCP Due Dates**

<b>SCP Task</b>	<b>Due Date</b>
<b>Prospectus Complete</b>	<b>January 15, 2010</b>
<b>Prospectus Approved</b>	<b>February 12, 2010</b>
<b>SCP I Search paper for AP English Students and early summer completers</b>	<b>September 8, 2010</b>
<b>SCP Presentation Date for AP English Students and early summer completers</b>	<b>September 29, 2010 (To Be rescheduled in Feb.)</b>
<b>I-Search due date:</b> • Final Draft Due (Copy for Advisor and English Teacher )	<b>November 5, 2010</b>
A copy of each I-Search meeting standard will be made and filed with the SCP Coordinator	As completed
<b>I-Search Revision due date:</b> • Papers needing revision due (case-by-case)	<b>November 19, 2010</b>
Practice SCP Presentations – in Advisory	November, December, January 2010-2011
<b>Presentation of SCP to faculty/community panels</b>	<b>January 19, 2011 February 2, 2011 Feb 16, 2011</b>
<b>Make up/Re-do, Misc. Presentations of SCP to faculty/community panels</b>	<b>March, 15, 16, 17</b>
<b>Make up/Re-do, Misc. Presentations of SCP to faculty/community panels</b>	<b>April 13</b>
<b>Application of the Project completed and documentation turned</b>	<b>April 29, 2011</b>
<b>Some Running Start, late transfers and last ditch effort Presentation of SCP to faculty/community panels</b>	<b>May 18, 2011</b>
<b>Graduation (Yahoo!)</b>	<b>June 17, 2011</b>



## ELEMENT ONE: THE PROSPECTUS

### GETTING STARTED

Completing the prospectus form is the first step toward completing the SCP. The prospectus form was designed to help you plan your project by:

- stating your essential question
- framing an outline of your plan of action for completing the SCP
- determining how you will apply the learning you gain

It is important to keep the purposes above 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 also what you hope to learn from those sources.
- Remember that your I-Search paper will require you to find at least 6 total sources that you cite within the paper. Two of those sources must be books/reputable print and two must be primary sources.
- The application of the project should be an authentic demonstration or illustration of your learning
- Answer the questions thoroughly, giving examples when necessary.
- **Get your parent's signature the first time!!**

The resource materials (tools) that are included in this handbook 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 of the tools. Take some time to read through all of the materials and use the tools that you feel will help you the most. The SCP Pre-search worksheet (pages 6 and 7) is highly recommended as one to use.



## 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 about this? (List three things.)	How might this topic relate to or connect to our community.
1			
2			
3			

**What ideas do you have to develop one of these topics into an Essential Question?**

**What ideas do you have to develop a plan of action to do the research portion of this project?** Who are people who you might talk to who know about your topic? What are some books that address your topic? Be sure to check with the school and public librarians

**What ideas do you have for an application of learning – what could you do?** (train a horse, rebuild a car, start a business . . . . .)



# SCP PROSPECTUS SUBMISSION FORM

## TIPS FOR FILLING OUT THE PROSPECTUS

Name:	Date:				
Advisor:					
Is this a resubmission? Circle one No Yes <input type="radio"/> If YES, please attach all former submissions and rubrics.					
<b>1. Essential Question</b> Please write your essential question here. Double check your spelling and punctuation. <p style="text-align: center;"><b>Yes, a question mark belongs at the end of a question.</b></p>					
<b>2. Plan of Action</b> What is your <b>plan</b> of action for answer the question you have posed? <b>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 where you think you might go for that information.</b> Remember that you'll need 6 total sources for your paper, 2 of which must be books/reputable print and 2 of which must be primary sources. Feel free to attach additional sheets as necessary. <b>List at least 10 sources in this plan. You will be winnowing to 6, the larger number will make sure you have great sources to choose from and clarify you thinking.</b>  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: <ol style="list-style-type: none"> <li>1. What will you need to do or find out or learn in order to answer their question?</li> <li>2. Where might you look or go to get this information?</li> </ol> <p>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 section that are both student and evaluator friendly. Please consider the following as possible ways to set up this section of the prospectus.</p> <ul style="list-style-type: none"> <li>• <b>The Table Format</b> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <tr> <td style="padding: 5px; width: 50%; text-align: center;">What do I need to learn/ find out?</td> <td style="padding: 5px; width: 50%; text-align: center;">Where might I look for that?</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> </li> <li>• <b>The Outline Format</b> <ul style="list-style-type: none"> <li>▪ What do I need to learn/ find out?               <ul style="list-style-type: none"> <li>• Where might I look for that?</li> </ul> </li> </ul> </li> </ul>		What do I need to learn/ find out?	Where might I look for that?		
What do I need to learn/ find out?	Where might I look for that?				
<b>3. Application of the Project</b> What do you plan to produce ore demonstrate in order to <b>apply and/or share</b> what you learn from this project? This will be something that you share with the evaluation panel at the time of your presentation. <b>This is where you tell us what type of application of the 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 you share with the identified audience.</b> <b>Be sure to include the answers to the following questions:</b> <b>Who is your target audience? This must be a group that is outside the presentation judging panel.</b> <b>How will you deliver your information to or include the audience in your project?</b> <b>How will you determine if you have been effective or successful?</b> <b>How will you document your work on your project?</b> <b>How will you put to work the knowledge/skills/proficiencies that you have gained to help someone else?</b>					

#### 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?**

This is a question that asks you to think in general about how you think or solve a problem. 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 or the *increased proficiency* during the completion of the project and how those skills or the *increased level of proficiency* 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 that are specific to the SCP.

- 1) What are the potential challenges, road blocks, or obstacles that you might run into?
- 2) What are you 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 the project will be approved. This is not only so we know that the parents are ok with the topic, but also so we have a signature stating that the parents are aware that the project exists. ☺**

Parent/Guardian Signature:

Date:

#### 1<sup>st</sup> Submission:

Approved: \_\_\_ YES \_\_\_ NO \_\_\_ Yes with Qualifications :

Staff Signature:

#### Resubmission:

Approved: \_\_\_ YES \_\_\_ NO \_\_\_ Yes with Qualifications :

Staff Signature:



# SCP PROSPECTUS SUBMISSION FORM

CLASS OF 20\_\_

Name:	Date:
Advisor:	
Is this a resubmission? Circle one No Yes Is this an Alternate Path to SCP Completion? Circle one No Yes • If YES, please attach all former submissions and rubrics.	
<b>1. Essential Question</b> Please write your essential question here. Double check your spelling and punctuation.	
<b>2. Plan of Action</b> What is your plan of action for answering the question you have posed? <b>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.</b> Remember that you'll need 6 total sources for your paper, 2 of which must be books/reputable print and 2 of which must be primary sources. Feel free to attach additional sheets as necessary. List 10 sources to make you have good depth.	
<b>3. Application of the Project</b> What do you plan to produce in order to <b>apply and/or share</b> 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:**

**1<sup>st</sup> Submission:**

**Date:**

**Approved:** \_\_\_ YES    \_\_\_ NO    \_\_\_ Yes with Qualifications :

**Staff Signature:**

**Resubmission:**

**Date:**

**Approved:** \_\_\_ YES    \_\_\_ NO    \_\_\_ Yes with Qualifications :

**Staff Signature:**



# SCP PROSPECTUS SUBMISSION FORM RUBRIC

STUDENT NAME \_\_\_\_\_ CLASS OF 20 \_\_\_\_

In order to make sure that the prospectus will be approved, all of the criteria below must be met.

Section	Yes	No				
<b>Heading</b>						
Is the Student's Full Name legibly written in the heading?						
Is Class of 20 filled in?						
Is Date of Submission included?						
Is the Advisor's full name legibly written in the heading?						
Is the Submission Statement circled?						
<b>Section 1. Essential Question</b>						
Is the EQ written as a complete sentence?						
Does the EQ end with a question mark?						
Is the EQ free of spelling and punctuation errors?						
Is the EQ open ended or does it probe for deeper meaning and set the stage for further questioning?						
<p>The EQ will need revision if it falls into one of the following patterns:</p> <p><b>How do I become a ...</b> This is a simple career search and will not hold up for the duration of the project. Consider an issue within the career that is generating discussion and controversy. i.e. health insurance legislation in the medical field, increased accountability in education accompanied by cuts in education budgets, increased regulation on airline passengers and its effect on airline jobs</p> <p><b>A long question of two or three sentences or more.</b> Distill into one question that has a little narrower focus. Don't just form a compound sentence.</p> <p><b>A question that is answerable in one sitting or is a quick internet search.</b> Consider a fresh angle. Try turning in into a "How" question. Consider current controversies. Consider future projections, i.e. how technology may impact the subject</p> <p><b>A question that focuses on skills and abilities.</b> Most folks who choose this form of question already have many of the skills and abilities needed. Instead consider controversies, future projections, or impacts on other or related areas.</p>						
<b>Section 2. Plan of Action</b>	<b>Yes</b>	<b>No</b>				
Is the plan linked to and does it support the EQ?						
Is the plan clear and specific? i.e. Does it list specific questions that need to be answered?						
Are references specific, not just "Internet, "Books"?"						
Does the plan include two (2) primary resources?						
Does the plan include two (2) book/print sources?						
Are there at least ten (10) sources listed?						
Is the format of the plan easy to read?						
<p>Here are two suggested forms that will help the readers to evaluate the plan.</p> <p><b>The Table Format</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">What do I need to learn/ find out?</td> <td style="width: 50%;">Who or what can help me find the answer?</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p><b>The Outline Format</b></p> <p>What do I need to learn/ find out?</p> <p>Who or what can help me find the answer?</p>			What do I need to learn/ find out?	Who or what can help me find the answer?		
What do I need to learn/ find out?	Who or what can help me find the answer?					
<b>Section 3. Application of the Project</b>	<b>Yes</b>	<b>No</b>				
Is the type of application clear? i.e. volunteer, create a presentation, prepare a business plan, write a series of newspaper articles, etc.						

<b>Section 3. Application of the Project – cont.</b>	<b>Yes</b>	<b>No</b>
Is the target audience identified? This is a group that is outside the presentation judging panel?		
Is there a method in which the information will be delivered or a way to include the target audience?		
Is there a method of assessing whether or not the project/presentation has been effective or successful? i.e. exit survey, ratings sheets, a rubric		
Is a method of documenting the application of the project made clear? e.g. film, still photos, case log, etc.		
Is there a plan that details how the application will put the knowledge or proficiencies gained to the benefit of someone else?		
If the project is volunteering, is there a clear explanation of what the student will be doing? Who he/she will be working with/for?		
<b>Section 4. State Learning Goal 3. – Demonstration of logical, analytical and creative thinking</b>	<b>Yes</b>	<b>No</b>
Is the student’s method of problem-solving described?		
The problem-solving section deals with the general methods that a person uses to solve problems so there may be references to brainstorming, breaking things down into smaller tasks and ordering them by level of priority or amount of time needed. It does not ask students to address a particular problem.		
<b>Section 5. State Learning Goal 4. – Skills and proficiency that will affect your future</b>	<b>Yes</b>	<b>No</b>
Is there a statement of <b>how</b> working through the paper and the project will benefit the student later? The statement can focus on a specific type of job but there needs to be more than, “because I want to be a pharmacist.”  <b>Or</b> the statement can focus on skills and proficiencies gained or improved and how they may impact future occupational or educational goals.		
<b>Section 6. Anticipated Challenges – specific to the paper and the application of project</b>	<b>Yes</b>	<b>No</b>
Is there a specific answer to: What are the potential challenges, road blocks or obstacles that the student anticipates?		
Has the student detailed what he/she will do about the challenges, road blocks, or obstacles?		
<b>Parent/Guardian Signature and Date</b>	<b>Yes</b>	<b>No</b>
Is there a Parent/Guardian signature?		
Has the Parent/Guardian signature been dated?		
<b>Resubmissions</b>		
If the Prospectus is a resubmission, are all copies of the prospectus attached?	<b>Yes</b>	<b>No</b>

Notes:



## **ELEMENT TWO: THE APPLICATION OF THE PROJECT**

You've finished the prospectus and have an implementation plan in mind. The application of project allows students to learn through hands-on projects and presentations, deepening the learning process. It is significant and provides an opportunity to use and demonstrate what you've learned.

The application of the project allows you to

- learn by doing
- learn by creating
- learn by thinking
- learn by presenting

### **CHARACTERISTICS OF THE APPLICATION OF THE PROJECT**

- Each student selects his/her own project
- The application of the project supports the EQ or drove the formation of the EQ
- Each student gains skills, proficiency, and knowledge that can be identified, measured, shared and/or demonstrated as he/she works through the project
- The application of the project benefits some segment of a larger community.

**NOTE: THE APPLICATION OF THE PROJECT MAY OCCUR AT ANY POINT OF THE RESEARCH PROJECT.**

How do you choose an appropriate application of the project? That depends completely on the nature of your essential question or on something that you know well but would like to take to a higher level of personal competency.

If the answer to your essential question will result in a new competency or a product, then you must 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 share it with that audience before the presentation dates in January, February or May.

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

- restore an antique , a collectible car
- design a website
- create and implement an advertising campaign
- write and perform a piece of music
- write and deliver a letter to policy makers
- create a business plan
- choreograph and perform a dance
- write and publish a newspaper article
- organize and produce an event at school or in the community
- design and create an architectural/bridge model
- invent and make a prototype of the perfect mousetrap
- write a publishable short story
- compile a portfolio of your artwork and display it
- teach a set of lesson plans that you have created
- create and show a documentary
- write an informational pamphlet or brochure that is published and distributed in the community
- prepare a presentation for a local service club
- design and produce a mockup of a clothing line
- create and run your own business



## **ELEMENT THREE: THE I-SEARCH PAPER WITH WORKS CITED AND EXECUTIVE SUMMARY**

Now that you've established your essential question, determined an appropriate plan of action for answering that question, created your proclamation poster, and established what the application of the project will be, you're ready to begin searching for information and writing your I-Search paper. The planning guide for writing the I-Search paper 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 the tools section will support you in keeping track of your sources and managing your time. Please read over these resource materials carefully and use them as necessary.

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

- **Save the electronic copy of your paper in three different physical locations (e.g.—USB, WOIS portfolio, GoogleDocs). SAVE! SAVE! SAVE!**
- **Save versions of your work as well.**
- Remember that *your* voice should be loud and clear as you write the paper. This is the story of your research – the narrative form is expected along with first person pronouns (*I, me, my*)
- Keep your audience in mind and clarify anything that might not be general knowledge.
- **Keep track of all of your sources – this will make writing the Works Cited page much easier.**
- **Pay close attention to the MLA style** Don't hesitate to visit the [Port Angeles High School Library Website](#) to link to following online electronic citations tools or websites such as the ones listed below:

(<http://www.pasd.wednet.edu/school/hs/Library/PAHSLibindex.htm>)

- [Bib Me](#) a free automatic bibliography generator that supports MLA, APA, Chicago, and Turabian formatting. It uses databases provided by Amazon, FindArticles, Yahoo! News, and CiteULike to AutoFill citation information then format the information according to the rules and guidelines of the style guides. If you prefer, you can enter your citation information manually. BibMe also contains a quick citation guide to show students the correct syntax for citing in various formats (<http://www.bibme.org/>)
- [Easy Bib](#) a free resource, choose a source from the pull down menu, MLA, APA and Turabian styles fill in the blanks Footnote & parenthetical citation wizards included (<http://www.easybib.com/>)
- [KnightCite Citation Service](#) . . . a service of the Heckman Library, Calvin College, Grand Rapids, MI. fill in the blank format with extensive list of resource types both text and electronic, registration not required but

suggested. Supports MLA, APA, Chicago styles, no parenthetical/in-text feature.

(<http://www.calvin.edu/library/knightcite/>)

- [Son of Citation Machine](#) . . . is a free service and is designed to help student and professional researchers to properly credit the sources used. Supports MLA, APA, Turabian, and Chicago Its primary goal is to make it so easy for student researchers to cite their information included fill-in the blank forms for the type of material, parenthetical/in-text citations are a part of this free service, unformatted text is generated for cut and paste into a word processing document. Samples of what the citation should like on the page is also available corrections can be made without losing information in the form. English, Spanish, French, Portuguese, and German are supported. (<http://citationmachine.net/>)
- [Noodle Bib](#) . . . a for pay system that has a limited free service **Noodle Bib Express** supports MLA, APA, and Chicago styles copy and paste into a word processing document. Extensive pull down list of document types to chose from. The user must answer several questions about the source in the process. (<http://www.noodletools.com/login.php>)

### **Additional support**

- [MLA.org](#) . . . provides information on purchasing the current edition of their publications
  - English 12 teachers will have copies of the *MLA Handbook for Writers of Research Papers (7th edition)*. Each teacher will also have a favorite online citation application to suggest.
  - [OWL \(Online Writing Lab\)—Purdue](#) offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page. Paper formatting and general guidelines are illustrated as well.
    - (<http://owl.english.purdue.edu/owl/resource/557/01/>)
- Be sure you run spell check often and find someone whom you respect to proof/edit your paper for clarity, content, grammar, format.
- Multiple revisions are part of the writing process.**
- Follow the rubric – it’s the best guide you have. Be sure that you have addressed all the of the bulleted information on the rubric.
  - If you’re not sure about something, ask you English 12 instructor, advisor, or the SCP Coordinator.
  - 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.



## I-SEARCH 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 21<sup>st</sup> 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 these skills. By now, you have conducted multiple hours of initial research on your topic and been approved for your (a) Essential Question, (b) your Prospectus (c) and begun or finished your application of the project. 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. INTRODUCTION: **What I knew when I started out (refer to rubric) & Why I chose this topic:**

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 (see Pre-search worksheet pp. 6 & 7). This section involves 15% of the writing (about 1 page) and can be written at an early stage of the project.

### 2. BODY: **Including the search; the facts; narrative—how you did the research**

**This is the narrative of your search and how the search inspired or changed your ideas, process or thinking.** As you gather data, compare diverse opinions, and come to your own conclusions about the research findings, you will want to write about your successes, your confusions, your path to discovery, who you talked with, how they have guided you – uphill and downhill- and highlight those experiences which have profoundly influenced you. You will be weaving your story with factual material. You may use quotes and paraphrases as you write. When you do, you will need to provide your readers with the tools to verify what you have included. To do that you will be using in text/parenthetical citations that must be correlated with the resources listed in the Works Cited section of the paper. Be accurate, factual, precise, detailed and informative.

In order to have the materials that you need at hand, keep a learning journal or log of your experiences and your sources. Note cards, electronic or text, are also useful. You will need to record quotes, paraphrased material, the ideas, graphics, illustrations, tables, charts or interpretations of the sources **exactly** when you realize that you wish to use someone else's work. Compiling the bibliographic information required when using MLA style, will make it available to you as you are writing and when you compile the Works Cited section. This section involves 50% of your score and 70 -75% of the paper (about 4.5 pages).

### 3. CONCLUSION: **What I Learned**

Conclude by writing about your findings, results, and “aha” moments. This is the place to be passionate. Show your reader the emotional impact, the pain and the joy, of the work. 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% ( about 1 page) of the physical makeup of your paper, don't underestimate its value for the reader. The conclusion section of the paper is a good place to address the demonstration of your learning (the application of the project) whether or not the application has been finished at the time this paper is submitted.

Either in the body of the conclusion, wherever it fits best as you tell your story, include information about the application of the project: What you did, with whom, the benefits of the project, an evaluation of success.

#### 4. **Works Cited: Where/When I Found my Information**

A listing of articles, books, articles, journals, web sites, personal interviews, graphics, images, etc. and other works that are quoted or paraphrased in an article or paper.

#### 5. **Executive Summary: Preview of Coming Attractions**

This will be the last page written, but the first page when you submit the full paper.

Your main purpose is to excite, to capture your readers' attention so that they want to read the full paper. The Executive Summary is a preview for the readers/evaluators of your project. It showcases the main points and provides enough information for a reader to familiarize himself/herself with what is discussed in the full paper without having to read every page. It includes your purpose, findings, and key recommendations/learning.

In many situations, business, submitting proposals, applying for grants, writing reports, an Executive Summary is required. A good Executive Summary can make the difference in whether or not the venture that the summary was written for is successful.

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, or incorporating the uniqueness or phrasing of a published source **without due acknowledgement**. Since plagiarism constitutes academic dishonesty and sabotages authentic learning, a student paper may be disqualified if plagiarism appears in his/her paper. This circumstance could impact graduation.

Starting the drafting process as soon as you are able to accumulate a reasonable amount of knowledge and confidence on your topic is highly recommended. **Don't procrastinate**. 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 while 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 (don't forget the application of your project)
  - Include how your application of the project supports or is a result of your work/research.
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; demonstrates maturity of thoughts
3. A well-organized structure:
  - Leads your adult readers with your writing so that we can follow your thought processes
  - Uses transitions between paragraphs
  - Use 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

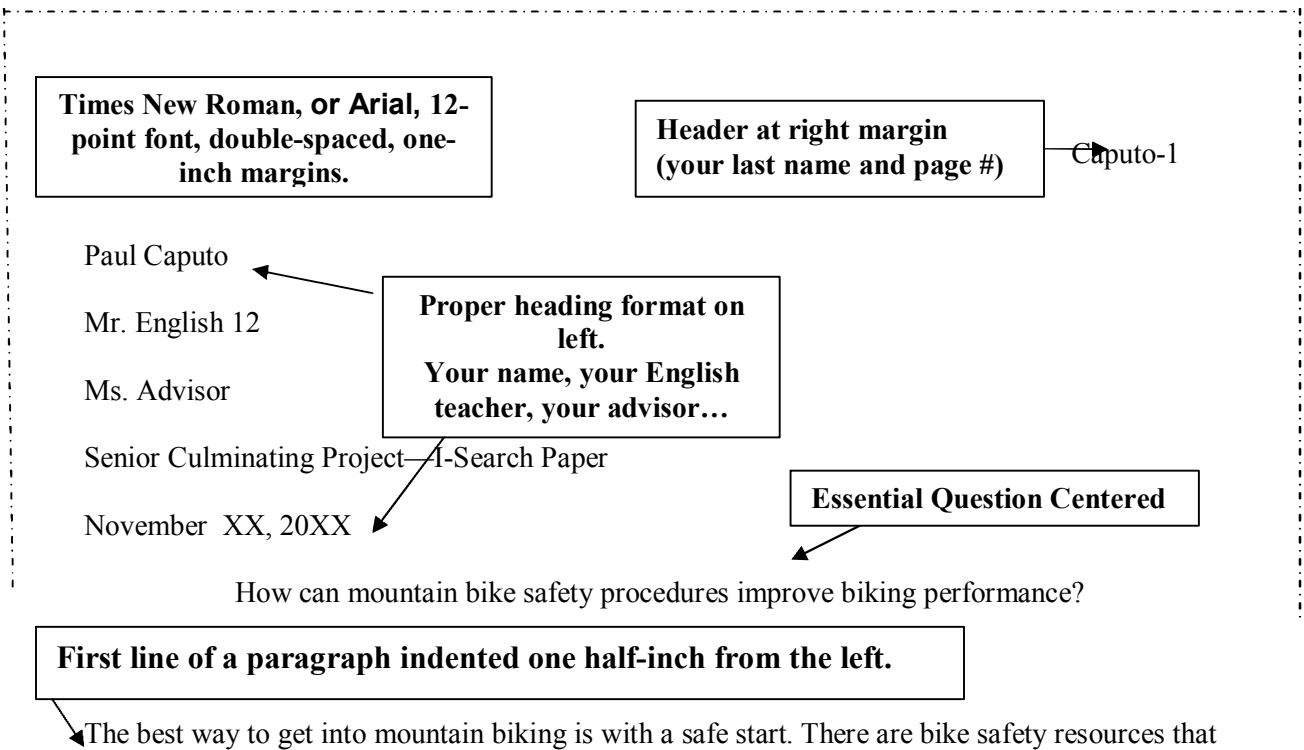
5. A conclusion that cements it all together:
  - Not only should this summarize your learning, it should be the place to make a call for action, or to ring your discovered truth, or to demonstrate significant impact on how you have changed over the process
  - Include something about how this project demonstrates your learning.
  - End by asserting how important it has been learning about your personalized topic
  
6. A title. The essential question (EQ)
  
7. Accurate, detailed information as it applies to answering your EQ:
  - Always cite the source of your information for proper credit
  - Use primary sources (see glossary pg 53.) (books, articles, interviews, and first-hand accounts)
  - Use secondary sources (see glossary pg. 53) (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](http://www.mla.org/style_faq) for specific answers to formatting style, or to Gibaldi's, MLA Handbook for Writers of Research Papers, 7thEd. (New York: Modern Language Association of America, 2009).
  - Avoid over quoting—the narrative demonstrates that you know the information—use quotes to add punch not to substitute someone else's work for you own.
  
8. A Works Cited with a minimum of 6 sources cited with corresponding parenthetical/in-text citations (see rubric on pages 25-26). All sources appearing in the Works Cited **must** be used in the paper.
  - Graphics, images, illustrations, charts, tables, etc. must be cited properly according to MLA standards (Please see [OWL URL](http://owl.english.purdue.edu/owl/resource/557/01/) (<http://owl.english.purdue.edu/owl/resource/557/01/>) and MLA Handbook pp. 118-121 and [Diana Hacker's MLA paper example](http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf) (<http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf>).
  
9. An Executive Summary “An executive summary previews the main points of an in-depth report; it is written for non-technical people. The executive report contains enough information for a reader to get familiarized with what is discussed in the full report” ([ehow.com/how\\_16566\\_wrie-executive-summary.html](http://ehow.com/how_16566_wrie-executive-summary.html)).
  - One page in length
  - Single spaced
  - Showcases main points
  - Includes purpose, findings, key findings/learning
  - Addresses what the student's application of project was and its level of success/what the student is planning to do for the application of project
  - Captures the readers' attention

As you work on the paper, be mindful of these questions for self-reflection found below; they 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. Were you able to 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 should look like the example below:

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



helped me improve my bike's performance and my performance as well.

**A NOTE ABOUT FORMATTING MARGINS:** MLA style requires one (1) inch margins all around. In order to achieve that set the top, right, and left margins to one (1) inch. Set the bottom to eight-tenths (.8) inches. There are rules within all word processing programs which override page set up. Using the adjusted margins above will allow the writer to meet MLA standard.

The paper must have a minimum of six (6) full pages of text. Page count does not include graphs, illustrations, or photographs that may be inserted for clarification purposes, nor does it include the Executive Summary, Works Cited, or appendix pages.

**NOTE: Formatting long quotes within the body of the paper.**

- The long quotations are four or more lines of prose or verse. Place the in a free standing block of text and omit quotation marks. The long quote begins on a new line with the entire quotation indented one inch from the left margin.
- Only indent the first line of the quotation by half an inch if you are citing multiple paragraphs. The parenthetical citation comes after the closing punctuation mark.
- When quoting verse, retain original line breaks.

Finally, contact your English 12 teacher, your advisor, or the SCP Coordinator if you have any specific questions unique to your project/paper.

# ASSEMBLING THE PAPER

When you are ready to have someone look at a draft of your complete paper and/or are assembling the paper for submission in December, use the following order:

- Executive Summary
- I-Search Paper
- Works Cited
- Appendices or supplemental material

## WORKS CITED PAGE FORMATTING – SHORT GUIDE

- 1 inch margins all around – just like the paper (top, left and right 1 “, bottom .8”).
- Heading --- Works Cited centered, no underline, no bold no quotation marks,
- Simple double spacing, no extra space between entries
- Reverse indentation (called hanging indent in MS Word) of 5 spaces
- Entries are listed by author name (of for entire editions, editor names) written last name first, middle names or middle initials follow the first name, e.g. Pride, Ride R.  
DO NOT list titles (Dr., Sir) or degrees (PhD, M.Ed.) but do include suffixes like Jr. or II after the first or middle name and separated by a comma, e.g.. King, Martin Luther, Jr.
- If there is no known author, insert in the alphabetized list by the first significant word in the title of the article web page, pamphlet – *A*, *An*, and *The* are not significant words.
- Use *italics* (instead of underlining) for titles of books, newspapers, magazines, films, television series
- Use quotation marks for poems, names of magazine articles, episodes of television shows
- Medium of publication must be included – most entries will be listed as Print or Web sources, but other possibilities include Film, CD-Rom or DVD
- Writers are no longer required to provide URLs (addresses) for Web entries unless your instructor insists on them. Here at PAHS the instructors insist. place them in caret brackets < > after the entry and end with a period. For long URL’s break lines only at slashes.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.
- There are some new abbreviations to consider as well. Many web source entries require a publisher name, a date of publication and/or page numbers. When no publisher name appears on the website, write **N.p.** for no publisher given. When sites omit a date of publication, write **n.d.** for no date. For online journals that appear **ONLY** online (no print version) or on databases that do not provide pagination (page numbers), write **n.pag.** to indicate no pagination.

## WORKS CITED – PARENTHETICAL/IN-TEXT CITATIONS – FORMATTING – SHORT GUIDE

- Parenthetical citation means that the source of the information appears after referenced information e.g. quote or paraphrase, graphic, in parentheses ( ) followed by a period. The source of the information required in a parenthetical citation depends upon two things.
  1. The source medium, e.g. Print, Web, DVD, and
  2. the source’s entry on the Works Cited page.

- Any source information that you provide in-text **MUST** correspond to the text information on the Works Cited page. Specifically, whatever signal word or phrase you provide to your readers in the text must be the first thing that appears on the left –hand margin of the corresponding entry in the Works Cited list. If the work has an author, it will be his/her last name. If the work has no author it will be the title.
- MLA follows the author-page method of in-text citations – author’s last name and page number(s) from the source where the quotation or paraphrase was taken; the complete reference must appear in your Works Cited page. The author’s name may appear either in the sentence or in parentheses following the quotation or the paraphrase, but the page number(s) should always appear in the parentheses, not in the text of the sentence. For example:
  - During Twain’s lecture he always got a laugh when he quipped, “Man is the only animal that wears clothes, or needs to” (147).
  - There are many references to man and dress in the literature of humor, one of the most quoted is, “Man is the only animal that wears clothes, or needs to” (Twain 147).
 Both of the examples above, tell readers where the information in the sentence can be found and who wrote it. If readers want more information they can turn to the Works Cited page, where, under the name of Twain they can find what they need in full.
- Citing non-print or sources from the Internet is a little different since page numbers are usually absent. However, most of these sorts of entries do not require parenthetical citation. Use the following guide lines for electronic and Internet sources:
  - Include in the text the first item that appears in the Works Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name.)
  - You do not need to give paragraph numbers or page numbers based on your Web browser’s print preview function.
  - Unless you must list the website name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes a domain name like *CNN.com* or *Forbes.com* instead of writing out <http://www.cnn.com> or <http://www.forbes.com>.
- The Works Cited page is arranged alphabetically. The author’s last name will be the item that determines alphabetical place. If there is no author, the first word of the title of the work will be the determiner. EXCEPTION: the words A, An or The are ignored if they begin the title and the word following with determine alphabetical placement.

More specific help will be supplied by the English 12 teachers or can be found at the OWL site at Purdue University. (Purdue OWL is where much of this information has been gleaned.) Most of the on-line citation generators will provide you with the appropriately formatted information for the Works Cited page, if not for the parenthetical/in-text citation. (Citation Machine supplies the parenthetical cite as well). Also refer to the MLA 7Easy Bib style guides in the Senior Culminating Project Forum at the PAHS Moodle Site (<http://moodle.oesd.wednet.edu/pahs/>). There is an example of a Works Cited sheet at the PAHS Moodle site as well.

## EXECUTIVE SUMMARY CHARACTERISTICS AND CONSTRUCTION

The term “executive summary” is used interchangeably with the terms “abstract” and “summary.” It is defined as a preview of the main points of an in-depth report; it is written for non-technical people. The executive report contains enough information for a reader to get familiarized with what is discussed in the full report. ([ehow.com/how\\_16566\\_wrie-executive-summary.html](http://ehow.com/how_16566_wrie-executive-summary.html)).

## Executive Summary Characteristics

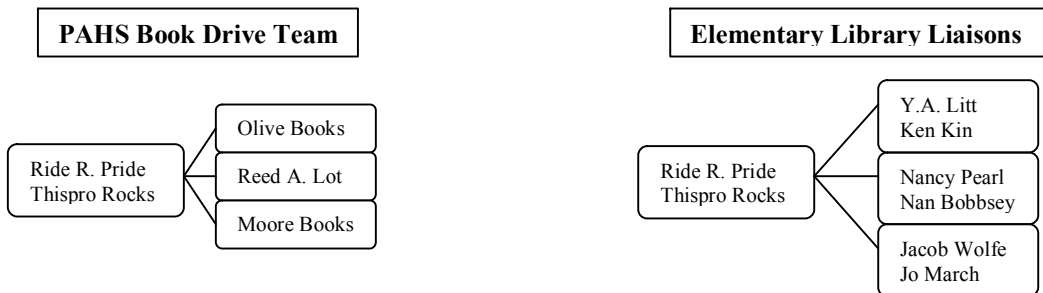
- One page in length
- Single spaced
- Written in declarative, informational, style – No persuasion
- Showcases main points
  - Main points presented in the same order of the I-Search paper: Introduction, Body, and Conclusion
  - Simple declarative sentences for each of the main points
  - Supporting or explanatory sentences are clear non-technical, and jargonless
  - Details, details, details
- Integrates the application of the project
- Includes purpose, findings, key findings/learning
- Can include diagrams, charts, illustrations, bulleted lists
- Captures the readers' attention

## Executive Summary

### PAHS READS

**Starting Out** – The Port Angeles High School DECA children's book drive officially started on 10/13/2008 and ended 10/31/2008. The goal was to obtain 1340 books by donation from PAHS students and staff for the elementary school libraries in the Port Angeles School District because elementary library book budgets had been severely under funded for several years. We assembled a team, designed an advertising campaign, set up collection and delivery points, chose a library close to the high school where we could participate in reading practice and instruction and recruited volunteers.

### Organization and Implementation



### Evaluation and Recommendations

- Goal 1 – Support reading choice at the elementary schools  
Outcome – We collected 2408 books, sorted them according to the information about what each elementary identified as needs to be filled
- Goal 2 -- Support Literacy and Reading Fluency  
Outcome – We read to elementary students and had them read to us in after school support programs
- Goal 3 – Involve high school students in community service  
Outcome – We helped connect 7 sophomores, 8 juniors, and 4 seniors who had never volunteered in a community project with the after school reading support groups; 12 continued to volunteer through out the year.
- Goal 4 – Increase elementary student fluency and comprehension  
Outcome – Scores on student Dibbles tests unavailable at this time but 1 minute reading fluency assessments showed gains for all students.

### Suggestions for Improvement

- Increase PAHS Staff involvement
- Attend Staff meetings to recruit
- Increase budget
- Recruit more student volunteers

### Successes

- Positive feedback from principals
- Lots of high school helpers
- Students loved the new book choices
- Project management experience
- Project passed on to new leaders in 2009

There is another example of an executive summary below. It is set out as a template for you to follow. Reminder – everything is done in single space.

First Name Last Name

## Executive Summary

Catchy title that tells the reader what the project was about and/or the Essential Question

### Single Space

Two sentences answering the following questions

What is the project about?

Why was the project chosen?

### Single Space

Key Points and Details

3-5 points that are so important that you can't talk about the project without stating them.

Followed by a few details.

(These might also be the goals that were set for the project and how the goals were met, use if the project is business oriented.) Say there is a student who is working with horse rehab. That person might list:

Leg wrapping – Key Point

- Detail
- Detail
- Detail

Massage

- Detail
- Detail
- Detail

Physical Therapy

- Detail
- Detail
- Detail

### Single Space

The application of project – what you did (If you haven't done it yet, what you plan to do.)

- Detail
- Detail
- Detail

### Single Space

Evaluation of the project and

Evaluation of the process

Recommendations to others.

Successes and thing that you would do differently.

What advice would you give to someone doing a similar project?

For a student looking into becoming a local guide, maybe spending more time out in the woods or on the river with a professional would be something for someone else to consider

Corresponds to Intro pages – visually about 1/4 of the space

Corresponds to the body of the paper – Visually 1/3 to 1/2 of the space on the page

Corresponds to the conclusion – about 1/4 of the space on the page.

At presentation time, please have a copy of the Executive Summary to give to each of the evaluators.

**A note about graphics or visuals:** These can often get the point across to the reader more quickly or more successfully than text alone. The graphic needs to be accompanied by text to support it so that both modes of learning are engaged.



# SCP I-SEARCH PAPER RUBRIC

<b>Name:</b>	<b>Date:</b>
<b>Evaluator(s):</b>	<b>Advisor:</b>
<b>Essential Question:</b>	

**Exceptional = Pass (90 – 100)**  **Satisfactory = Pass (70 – 89)**  **Unsatisfactory = Redo (0 – 69)**   
**Pre-grading Criteria:** All of the criteria below must be completed before and checked **Yes** before the I-Search paper will be eligible for evaluation. Formatting is a basic requirement, the paper will be automatically handed back to be redone if formatting is not correct.

Formatting and Conventions	YES	NO
Executive Summary is present		
6 pages minimum in length – excludes illustrations, Executive Summary, Works Cited in page count		
Double spacing		
12 Point Times Roman or Arial		
Works Cited is present		
Required Sources are present <ul style="list-style-type: none"> <li>• At least 2 primary sources</li> <li>• At least 2 related books</li> <li>• At least 6 references appear properly cited within the body of the paper</li> </ul>		
MLA Formatting according to the 7 <sup>th</sup> ed. used throughout		
In-text citations are present <b>Note:</b> A satisfactory paper will have 1 or more citations per page in the body; an Exceptional paper will have 2 or more citations per page with direct references to the Works cited page(s)		

**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.**

Executive Summary	20 Points		
Criteria	Points Possible	Points Earned	Comments
All on one page Single spaced Includes purpose, findings, key recommendations/learning Captures the readers' attention			

Content, Organization, Style	50 Points		
Criteria	Points Possible	Points Earned	Comments
<b>Content:</b> Introduction: <ul style="list-style-type: none"> <li>• What I knew (or didn't know) about the topic</li> <li>• Why I chose the topic (the essential question)</li> </ul>	See reverse		

<p><b>Body:</b></p> <ul style="list-style-type: none"> <li>• The journey or the search</li> <li>• Includes primary research with sources cited with in the paper and listed in the works cited</li> <li>• Includes secondary research with sources cited with in the paper and listed in the works cited</li> <li>• Includes illustrative details that are specific and precise</li> <li>• Addresses the Application of the Project and its success</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• What I learned (or didn't learn)</li> </ul>	20		
<p><b>Organization:</b></p> <ul style="list-style-type: none"> <li>• The introduction catches the audience's attention and makes them want to read more.</li> <li>• 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</li> <li>• Moves from section to section in ways that make reading enjoyable – transitions link ideas between and within paragraphs</li> </ul>	20		
<p><b>Style:</b></p> <ul style="list-style-type: none"> <li>• Narrative form</li> <li>• First person point of view</li> <li>• Writing makes the audience care about the topic</li> <li>• Writing is as unique as the person who wrote it</li> <li>• The author respects who the audience is and what they need to know</li> <li>• Writing is energetic and expressive</li> <li>• The language is specific and precise to the needs of the paper</li> <li>• There is a variety of sentence types.</li> </ul>	10		
<b>Formatting and Conventions</b>	<b>30 Points</b>		
<p><b>Works cited</b></p> <ul style="list-style-type: none"> <li>• 6 Sources <ul style="list-style-type: none"> <li>○ At least 2 primary sources</li> <li>○ At least 2 related books</li> <li>○ At least 6 references appear properly cited within the body of the paper</li> </ul> </li> <li>• MLA Format</li> </ul>	10		
<p><b>Conventions – Mechanical Correctness</b></p> <ul style="list-style-type: none"> <li>• Spelling (misspellings or capitalization errors)</li> <li>• Punctuation (correct use of end marks, commas, quotation marks, dashes, colons, semicolons. . .)</li> </ul>	5		
<ul style="list-style-type: none"> <li>• 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.)</li> <li>• Usage (use of the correct word in the correct circumstance, agreement of pronouns and antecedents in standard, informal English)</li> </ul>	5		

Points earned \_\_\_\_\_/100

Comments:



## ELEMENT FOUR

# THE PRESENTATION OF THE FULL PROJECT

The presentation you will make is essentially 10-15 minutes of “show and tell.” You will tell the panel about the whole project including the research process, the revelation what you learned, and you will show what you chose to do for the application of the project and share your evaluation of project and the process. The scoring key has been designed to serve as a guide for you and an assessment tool for the panel who will evaluate your project and your presentation.



# SCP PRESENTATION RUBRIC

DATE \_\_\_\_\_

<b>Presenter:</b>	<b>Advisor:</b>
<b>Essential Question:</b>	
<b>Evaluation Panel:</b>	

**Assessment Summary:** Mark your panel's overall evaluation. If a student doesn't score an overall satisfactory, the presentation will need to be redone. Please list on this sheet what you require for the student to pass the re-do

<b>*Presentation Skills</b>	Exceptional/Pass	Satisfactory/Pass	Not Satisfactory
<b>Presentation Content</b>	Exceptional/Pass	Satisfactory/Pass	Not Satisfactory
<b>Application of Project</b>	Exceptional/Pass	Satisfactory/Pass	Not Satisfactory
<b>Time</b>	10-15 minutes/Pass	Less than 10 or more than 15 minutes/Re-do	

**Evaluators, please CHECK those individual criteria that apply to the presentation. Please make comments.**

Criteria	Exceptional/Pass	Satisfactory/Pass	Unsatisfactory/ Re-do	Comments
<b>* PRESENCE</b>	<input type="checkbox"/> Poised <input type="checkbox"/> Eye contact <input type="checkbox"/> Engages audience <input type="checkbox"/> Attire suited to topic <input type="checkbox"/> Skillfully integrates and manages visuals that are tightly linked to the presentation and supports and clarifies main points	<input type="checkbox"/> Generally poised <input type="checkbox"/> General eye contact <input type="checkbox"/> Effort made to dress suitably <input type="checkbox"/> Integrates visuals that are linked to the presentation to clarify and illustrate main points	<input type="checkbox"/> Unprepared <input type="checkbox"/> Disorganized <input type="checkbox"/> Little or no eye contact <input type="checkbox"/> Little or no audience engagement <input type="checkbox"/> Attire not appropriate <input type="checkbox"/> Visuals are not used effectively or are not connected to the presentation	
<b>* VOICE/ LANGUAGE</b>	<input type="checkbox"/> Expressive tone/language <input type="checkbox"/> Clear voice and correct, precise pronunciation <input type="checkbox"/> Can be heard easily	<input type="checkbox"/> Appropriate tone/language <input type="checkbox"/> Clear voice, correct pronunciation of most words <input type="checkbox"/> Most audience members can hear presentation.	<input type="checkbox"/> Mumbling , incorrect pronunciation <input type="checkbox"/> Unable to be heard. <input type="checkbox"/> Tone or language not suited to the audience <input type="checkbox"/>	
<b>APPLICATION OF PROJECT/ DEMONSTRATION OF LEARNING</b>	<input type="checkbox"/> Can explain and demonstrate <input type="checkbox"/> Set appropriate and realistic goals <input type="checkbox"/> Application of project clearly benefits others beyond the presenter	<input type="checkbox"/> Provides evidence that the project occurred <input type="checkbox"/> Goals generally realistic <input type="checkbox"/> Application of the project can be judged to benefit others beyond the presenter	<input type="checkbox"/> Unable to explain or demonstrate <input type="checkbox"/> Goals not set or unrelated to the EQ <input type="checkbox"/> Application of the project cannot be judged to benefit others	
<b>INTRODUCTION: ADDRESSES EQ (what I knew, didn't know about the topic)</b>	<input type="checkbox"/> Clearly communicates the EQ and consistently uses it to relay the important knowledge gained from the project <input type="checkbox"/> Indicates a clear objective that explains the significance of the project <input type="checkbox"/> Clearly addresses what they knew when they started	<input type="checkbox"/> Communicates the EQ and generally uses it to relay the knowledge gained from the project <input type="checkbox"/> Includes the objective, could further develop the significance <input type="checkbox"/> Mentions, but doesn't elaborate on their starting point	<input type="checkbox"/> Attempts to communicate the EQ, but it is not clear how it relates or the EQ is missing <input type="checkbox"/> Lacks clear objective or objective as stated does not clarify the significance of the project <input type="checkbox"/> Doesn't mention their starting point	
<b>Body (My story of the hunt and experience with research data, facts, and information)</b>	<input type="checkbox"/> Compelling information <input type="checkbox"/> Relevant details related <input type="checkbox"/> Search story is clear <input type="checkbox"/> Effectively expresses depth of inquiry	<input type="checkbox"/> Relevant info, <input type="checkbox"/> Refers to search, <input type="checkbox"/> Coherent story missing <input type="checkbox"/> Depth of inquiry touched on	<input type="checkbox"/> Lacks sufficient info and details <input type="checkbox"/> No research process story <input type="checkbox"/> Mentions inquiry in	

			passing	
<b>CONCLUSION</b> (What the impact of the full project was. What I learned and didn't learn.)	<input type="checkbox"/> Demonstrates thorough understanding of topic <input type="checkbox"/> Shares the personal impact of the project. <input type="checkbox"/> Clearly communicates the significance of the project to self and community.	<input type="checkbox"/> Demonstrates general understanding of topic <input type="checkbox"/> Touches on the personal impact of the project <input type="checkbox"/> Sufficiently communicates the significance of the project	<input type="checkbox"/> Some understanding of the topic <input type="checkbox"/> Little or no personal impact <input type="checkbox"/> Little or no expression of learning significance	
<b>RESPONSE TO QUESTIONS</b> (Knowledgeable, Responsive)	<input type="checkbox"/> Answers demonstrate insight and add new information for clarification <input type="checkbox"/> Makes strong connection between the question and response with clear evidence and/or examples	<input type="checkbox"/> Answers are thoughtful, adequate responses to the question <input type="checkbox"/> Makes connection between question and response with examples. may not address all aspects of the question	<input type="checkbox"/> Avoids or does not address the question <input type="checkbox"/> Demonstrates little or no understanding of questions	

**NOTE: At the time of presentation, this document will be on a single sheet of paper.**



## **ALTERNATIVE ASSESSMENT ROUTES TO MEET THE SCP REQUIREMENT**

In order to better meet the needs of students, there is more than one way to meet some or all of the requirements of the Senior Culminating Project. Students who are interested in community service, business, marketing, finance, hospitality, entrepreneurship, skilled workforce, and natural resources careers after high school have several options to choose from.

Students who choose the Alternative Assessment Option or who have completed the SCP early and are enrolled in English 12 will have the opportunity to use the in-class time devoted to the SCP to further their independent development in reading and writing.

### **DECA: Business, Marketing, Finance and Hospitality**

DECA projects show case the students' ability to think critically, gather and use appropriate resources, select pertinent information, create a written project with visuals and complete a 20 minute presentation. There are twenty DECA projects that qualify for this option. Check with the Business and Marketing teacher for details.

The DECA projects can qualify for the I-Search paper, the application of project and the presentation if students qualify for and present at the State DECA Conference/Competition. If students do not compete at State, the project will qualify for the paper and the application of project portions of the SCP. Students will be required to do the presentation portion of the project here at PAHS.

### **FBLA: Business**

FBLA projects show case the students' ability to think critically, gather and use appropriate resources, select pertinent information, create a written project with visuals and complete a 10 minute presentation. There are six FBLA projects that qualify for this option. Check with the FBLA advisors for details.

The FBLA projects can qualify for the I-Search paper, the application of project and the presentation if students qualify for and present at the State FBLA Conference/Competition. If students do not compete at State, the project will qualify for the paper and the application of project portions of the SCP. Students will be required to do the presentation portion of the project here at PAHS.

### **E! Youth Challenge: Entrepreneurship**

The E! Youth Challenge is sponsored by Peninsula College and local business leaders. It asks students to create a business plan, financial report, business mockup, present the plan in informal question and answer session for community members and a formal presentation with visuals to the E! Youth Challenge Judges. For more information contact Linty Hopi and Sharon Wallace at Peninsula College [lhopi@pencol.edu](mailto:lhopi@pencol.edu) and [swallace@pencol.edu](mailto:swallace@pencol.edu) respectively

The E! Youth Challenge project can qualify for the I-Search paper, the application of project and the presentation if students present at the E! Youth Challenge Competition.

### **Natural Resources Projects: Community Service Projects**

Natural Resources Senior Culminating Projects are service learning opportunities in our local environment. A diverse collection of project ideas and contacts, organized by local sponsors, appears on the website [www.opnrc.org](http://www.opnrc.org). Some of those sponsors include Olympic Coast National Marine Sanctuary, Olympic National Park, Washington Department of Fish and Wildlife, Feiro Marine Life Center, and the City of Port Angeles. For all Natural Resources Senior Culminating Projects, students work with a community mentor and the Skills Center Natural Resources Teacher to complete a service project and assemble an eight-part portfolio. Details on the portfolio and assessment criteria are on the website <http://moodle.oesd.wednet.edu/nopsc/course/view.php?id=17>.

Successful completion of a Natural Resources Senior Culminating Project will qualify as completion of the I-Search paper and the application of project. Contact Dan Lieberman, North Olympic Peninsula Skills Center Natural Resources Teacher, for specifics [dliberman@portangelesschools.org](mailto:dliberman@portangelesschools.org) or by phone at 360.565.1892.

**Skills USA: Career and Technical Education**

Skills USA Competitions showcases students who excel in occupational areas as well as in leadership development. Students involved in health sciences, architectural and technical drafting, automotive service, cabinetmaking, carpentry, precision machining, sheet metal working, welding, culinary arts, computer repair and HTML have a number of choices for projects and contests that will meet some, if not all, of the SCP requirements. Students will need to contact the individual teachers for specifics.

Students who compete at the state competition in Trade, Industrial and Technical contests will be able to use the state competition as the application of project if their SCP question is involved in some aspect of their chosen competition, i.e. a question about woodworking and a competition in cabinet making.



## SCP TOOLS

The following pages are worksheets and resources to help students, advisors, and parents with various aspects of the Senior Culminating Project. They include tools for defining interests, generating essential questions, managing a long-term project, managing one's own time, taking notes, and preparing visuals to support the SCP presentation or Application of Project.

A glossary of terms is also included.



## 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 pattern has emerged for you?



## 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 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.		
<b>If you marked Yes to any of the statements above, your question is probably insufficient and needs to be reworked.</b>		
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.		
<b>If you answered Yes to the statements in this section, your SCP question is probably sufficient.</b>		

**“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 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?

### 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 21<sup>st</sup> century?

## 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?

How will technology affect the career I'm thinking about at this time?



# SCP

## THE ESSENTIAL ESSENTIAL QUESTION GENERATOR

What's the **BROAD TOPIC** that you are interested in exploring?  
(e.g., nuclear waste, health 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, Magnify, Minify,	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  
Used with permission



## SCP QUESTION STEMS 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, Magnify, Minify,	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.





## 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:*

<i>September:</i>	<i>Hours</i>	<i>February:</i>	<i>Hours</i>
<i>October:</i>		<i>March:</i>	
<i>November:</i>		<i>April:</i>	
<i>December:</i>		<i>May:</i>	
<i>January:</i>		<i>June:</i>	



# SCP NOTE-TAKING FORM

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

Save with a code or descriptive title that corresponds to the working bibliography that will turn into the Works Cited.

Page \_\_\_\_\_ of \_\_\_\_\_

<b>Today's date</b>	
<b>Bibliographic Information</b> (this will be part of the Works Cited -- title, author, publication, date, URL, etc.)	
<b>Type of Source –</b> website, book, article	
<b>Ideas and Quotes with page numbers</b> (Direct quotes or paraphrases, list, or write fragments --avoid copying and pasting huge blocks of text. Be sure to record your ideas, the connections You made to other ideas or sources.)	



## SCP PRESENTATION VISUAL AID CHECKLIST

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	No
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 GLOSSARY

### Annotated Bibliography

A bibliography is list of sources (books, journals, websites, periodicals, web sites, pamphlets, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using and lists **ALPHABETICALLY** the bibliographic information --author, title, publication information and copyright for each source.

An annotation is summary of what is in a source **and** an evaluation of how the source was used to inform your thinking, help your organizing, how it compares to other sources that your are reading using, how reliable the source was, what the sources' bias is, what its purpose is etc.

Therefore an **Annotated Bibliography** is an alphabetical list of sources with bibliographic information and includes a summary and/or evaluation of each of the sources.

An annotated bibliography is a tool for students and teachers to use to keep track of what you have read; how you can find it again (bibliographic information provides that trail); and keeps track of what sources will be most useful to you (the annotation will help here) when you begin to write the paper and put together the Works Cited for the paper. Sometimes referred to as a **Working Bibliography, Bibliography, or References.**

### Executive Summary

"An executive summary previews the main points of an in-depth report; it is written for non-technical people. The executive report contains enough information for a reader to get familiarized with what is discussed in the full report" (ehow.com/how\_16566\_wrie-executive-summary.html).

The main purpose of the Executive Summary is to excite, to capture your readers' attention so that they want to read the full paper. The Executive Summary is a preview for the readers/evaluators of your project. It showcases the main points and provides enough information for a reader to familiarize himself/herself with what is discussed in the full paper. It includes your purpose, findings, and key recommendations/learning.

In many situations, business, submitting proposals, applying for grants an Executive Summary is required. A good Executive Summary can make the difference in whether or not the venture that the summary was written for is successful.

### I-Search

A type of research paper that is designed to teach the writer and reader something valuable about a chosen topic and about the nature/character of searching and discovery. It is written in the first-person story-style so that the writer is presenting his/her active role in the search, the experiences of the hunt for facts, and truths, and shows its step-by-step development.

<http://www.docstoc.com/docs/2316338/WHAT-IS-AN-I-SEARCH-PAPER>

## Narrative

A narrative form is storytelling form so when the I-Search paper uses the word narrative in conjunction with writing the paper it means an accounting of the sequence of events in research, thinking, learning, and doing, across time and space of your full project.

## Paraphrase

A paraphrase is when you take information from a source and put it entirely in your own words (changing one or two words is not paraphrasing). Paraphrases must be cited within the text.

[lib.uah.edu/turnitin/studentterm.htm](http://lib.uah.edu/turnitin/studentterm.htm)

## Parenthetical/In-text Citations

A citation style which uses an in-text a reference to a source enclosed within parentheses ( ) that is directly related to the full list of resources in the Works Cited section of the paper

**NOTE:** Parenthetical Citation and In-Text Citation are the same and the terms are used interchangeably.

## Précis

A précis (pronounced pray-see) a brief statement that presents the main points in a clear and precise way

**NOTE:** Related terms that are often used interchangeably, **Summary** and **Abstract**

## Primary Source

A primary source, also called original source in some disciplines, is the original resource created at the time an event occurred. These may include newspapers, interviews, research reports, scholarly journal articles, trade journals, conference proceedings, master's or doctoral dissertations, Web sites, diaries, letters, art work, photographs, illustrations, personal interviews, autobiography, etc. None of these things are given with interpretation for the viewer – the viewer is not told what to think about them or even necessarily told anything about the source. The viewer must draw his or own conclusions.

## Secondary Source

A secondary source contains information that **other people have gathered and interpreted, extended, analyzed, or evaluated**, such as newspaper articles, a documentary on television, a website, a science text, commentary on art, photographs, an encyclopedia entry, biography, etc. These kinds of sources have the benefit of hindsight and are written or produced after the original event, creation of a piece of art work, etc.

## Works Cited

The term MLA uses for the alphabetical listing at the end of a paper of articles, books, websites, other works that are quoted or paraphrased in an article or paper. In other citation styles it may be called to Bibliography or References. A Works Cited is what you will include when you turn in your I-Search paper.