

First Semester

* Students will complete the writing portion of their Senior Culminating Project

Rough timeline and requirements of SCP:

8-10 page I-search paper (2000-2500 words)
 10 sources total (with primary and secondary sources)
 annotated bibliography
 notes from each source

Due Date	Task
Beginning of September	Discuss plagiarism, acceptable sources, how to quote, MLA, how to read sources critically, bibliographical form, etc.
By Sept. 22	Verification of topic
By Sept. 29	First part of paper – What I knew when I started and why I'm doing this paper (about 2 pages)
Sept. 29 (no later than Oct. 13) By Oct. 6	Working bibliography Rough skeletal outline of I-search Explanation of what they are doing for primary sources
Oct. 13, 20, 27, Nov. 3, 10	Weekly progress reports - an average of two annotated bibliography entries/week - notes on an average of two sources per week, including quotations - reflections on what they are finding
By Nov. 17	Final annotated bibliography Final outline
Nov. 22	Rough draft of full paper
Dec. 8	Final draft of paper, all sections (what I knew, the search, the facts, what I learned)

* Students will write **three essays**

- each essay will be a minimum of 600 words
- each requires the writing process, including a rough draft
- one must be completed before the end of each triad
- one should be research-based, though perhaps more of a persuasive essay than a research paper

- * Students will participate in and lead a **seminar** each Wednesday
 - seminars are Socratic in nature
 - they should be text-based
 - (there should be a reading associated with each seminar topic that all students read, but the reading need not be the focus of the discussion; it is there as background material)
 - teachers might have a file of texts from which students choose (poems, stories, news articles, nonfiction, etc.)
 - teachers are encouraged to share articles with other English 12 teachers
- students are to generate open-ended questions for discussion

Second Semester

- * Students will participate in and lead a **seminar** each Wednesday
 - see above for first semester
- * Students will write **four essays**
 - each essay will be a minimum of 750 words
 - each requires the writing process, including a rough draft
 - one should be completed no later than each of the following dates:
February 28, March 30, May 4, June 8
 - one should be research-based, though perhaps more of a persuasive essay than a research paper
- * Students will **read a novel**
 - classes will be split, with students choosing either *1984* or *Brave New World*
 - novels will be read in February and March
- * Students will give their **Senior Culminating Project Presentation** in class
 - class presentations will be done for a grade in April, in preparation for the official presentations in May

Yet to be determined:

- the exact type or topic of the various essays each semester
- how much, if any, independent reading will be required
- how things will change when/if we connect with Contemp for Humanities

Some suggested issues to consider when planning:

- it might be a good idea to strive for diversity of viewpoints in whatever reading we assign, whether literary or nonfiction
- try not to be a library hog (thanks to our lack of technology, there will be tremendous difficulty claiming a spot in the library, so if you find your students not making good use of their time there, go less frequently)
- keep in mind who our students are (by and large, they are middle of the road, working class kids from Port Angeles, not Ivy League wannabes)