

MORENO VALLEY HIGH SCHOOL SENIOR PORTFOLIO CURRICULUM

Course Title: Senior Portfolio and Projects Course Number: 2770

Department: Social Studies ADS Number: 2770

Prerequisites: Senior in good standing at MVHS

Length of Course: One semester Credit/PRI Area: .5 credit Grade Level(s): 12

Important Notes: This class will be used to dispense graduation information, to do post-high school planning and preparaton, and to complete the requirements of the Senior Portfolio and Projects class. This class will be a Pass or Fail grade.

COURSE DESCRIPTION:

All seniors are required to complete Senior Portfolio. In this course, students exhibit their proficiency in a range of subjects, which may include art, drama, music, fitness, public speaking, knowledge of current events, math, science, writing essays, creative writing, resume and proficiency in a world language. Students are also eligible to apply for an alternative to the senior portfolio by proposing a senior project. With approval of the staff they may choose to engage in a long-term, complex academic or public service project of their own design. Additionally, student s must complete ten community service hours per year of attendance at MVHS and demonstrate competency in seminar skills.

SYLLABUS

1. Topics:

- The Senior Project or Senior Portfolio Packet and Decision
- Plans and exploration for post-high school: Tests (ACT, SAT), Applications, On-line Sources, FAFSA, ASVAB, etc.
- Calendar of due dates for Senior Portfolio
- Individualized work on various parts of the portfolio
- Planning and execution of “Senior Night”

2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important question, vocabulary
- Writing: persuasive essay, creative short stories, outlines for speeches and presentations, science and math papers, research on current issues, analysis of sources
- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations, presentations on topics using audiovisuals
- Use of resources: readings, verbal presentations, online research skills, analyzing sources
- Decision making strategies
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STRATEGIES

Didactic: Tasks and Rubrics

Intellectual Coaching: Individualized coaching and preparation for the selected portfolio items; selection and execution of community service hours; and, evaluation and coaching the senior projects.

Seminar: Two trial runs with evaluation and feedback. The two final seminars to be evaluated by the faculty.

ASSESSMENTS

Rubrics: Senior Project, Senior Seminar, Art, Music, Drama, Resume, Health and Fitness, Creative Writing, Essay Writing, Math History, Math Proof, Science, Foreign Language, Current Event Speech,

Verification: Community Service Hours

Performance: Seminar; Community Service; Art interview and art pieces; Music: composition, performance or creating an instrument; Drama: performance, original writing, audition; fitness, Oral presentations: math, science, social studies current events, foreign language presentation; current event speech; oral presentation on project.

Writing: musical scores, original drama piece, resume, fitness plan and personal philosophy of being healthy, short story, essay, research papers: mathematic history, mathematic proof, science, foreign language essay; speech outline; project notebook.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Senior Portfolio and Project Packet

Mapping the Future by Howard Zeiderman

SUGGESTED TITLES/AUTHORS WEB SITES

www.collegeboard.com

www.petersons.com

SEMINAR PIECE OR THEME

“Group Minds” from *Prisons We Choose to Live Inside* by Doris Lessing

“In Dreams Begin Responsibilities” by Delmore Schwartz

“The relation of Science and Religion” by Feynman

“The Value of Science” by Henri Poincare

“A Room of One’s Own” by Virginia Woolf

“Mathematics and Art – So Many Connections” by Doris Schattschneider

“Federalist No. 10” by James Madison

“Death Be Not Proud” by John Donne

“Haywain” by Hieronymous Bosch”

“Happiness” by Mary Lavin

“The Value of Science” by Henri Poincare

“Causes of the Restless Spirit of the Americans in the Midst of Their Prosperity” by Alexis de Tocquevills

“On Happiness” by Aristotle

“The Foundations of Arithmetic” by G. Frege

“Introduction to Arithmetic” by Nicomedmus

COURSE TITLE: Senior Portfolio

Teacher: Browning

Draft: January 2006

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“Dream Caused by the Flight of a Bee” by Salvador Dali
“On Floating Bodies” by Archimedes
“The Flea” by John Donne
“In Dreams Begin Responsibilities” by Delmore Schwartz
“The Sermon on the Mount”
“The Cancer-Cluster Myth” by Atul Gawande
“Homeless Woman” on Acclaim Images.com
“The Parable of the Ox-Cutter” by Chuang Tzu
“The Theological-Political Treatise” by Benedict de Spinoz

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Express reflections and reactions to print and non-print texts as well as to personal experience by: <ul style="list-style-type: none"> • composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas • responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author's • use of language and how the writer relates to the subject so that the audience will empathize 2. Analyze and critique texts from various perspectives and approaches by: <ul style="list-style-type: none"> • developing critiques based on establishing and applying clear, credible criteria for evaluation • substantiating assessments with reasons and evidence 	1. Theatre Performance Task: A student may perform a work of their own creation showing knowledge and understanding of how plays are written and subject matter of classic plays. The performed piece needs to be between three to five minutes in length. The work must be typed in a traditional play format. Additionally the student must present a typed resume and a head shot to the evaluating panel. Before their performance, they should introduce themselves and the piece they are performing. Students may be interviewed after the performance relative to the writing and the performance. 2. Art Project: Students must present a minimum of three pieces of original artwork that demonstrates and understanding of the elements and principles of design. Students must present in a professional demeanor using appropriate art terms and vocabulary a critic of their own works. Students should be able to respond to questions showing knowledge and understanding of art, artists, art terminology, and art techniques and skills.

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

12	1. Identify and defend research questions and topics that will be important in the future. 2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas. 3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.	1-3: Science Task: Students will select a scientific problem and research the topic using multiple sources. The student will write a science research paper including a bibliography or Works Cited Page of their research sources. Students must do a presentation explaining their solution to the problem using sources found during research. Students should use appropriate audiovisuals in their papers and in their presentations. Students should be able to respond knowledgeably to questions from the evaluators.
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STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	<p>1. Research, define, and present issues of public concern by:</p> <ul style="list-style-type: none">• using a variety of resources such as media centers, on-line resources, interviews, and personal reflection• specifying the nature of an issue, including claims made and the reasoning that supports those claims• organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue. <p>2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work.</p> <p>3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.</p>	<p>2. Senior Seminar: Students selecting de Tocquevilles' "The Principal Source of beliefs in a Democratic Nations" would then coach the piece to understand the philosophical assumptions and the political observations of the author taking into consideration the person's background, time and purpose of writing. Students would then seminar the piece to establish understanding of his observations and application of those observations to the present day.</p>

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

12	<p>1. Read a wide variety of informational and literary texts and selections to:</p> <ul style="list-style-type: none">• understand and express reflections and reactions to print and non-print text, as well as, personal experience• inform an audience• develop an argument to support an issue or position• conduct research and make in-depth analyses of information• synthesize ideas and generate new understanding to increase a knowledge base <p>2. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).</p>	<p>1. Senior Project: The purpose of the Senior Project is for a student to use Knowledge and skills that have been honed at MVHS by applying the knowledge and skills to a particular field of interest. The student should have a mentor who is involved in the field of study to work with them on a regular basis. A student may choose to do an in depth study of a particular religion, to rebuild an engine, to write an opera, to build a roman aqueduct, etc. Students would need to show evidence of research, planning, execution of the plan. Additionally students would present a power point presentation to a public audience on the process an evaluation of their end product.</p>
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STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience. 2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures). 3. Organize and deliver an argument so that an intended audience will respond by: <ul style="list-style-type: none"> • wording the claim clearly • specifying convincing reasons to support the claim • adopting a stance and appropriate tone toward the issue 4. Design and apply criteria for evaluating oral presentations and arguments before delivering them.	1. Students selecting “On Floating Bodies” by Archimedes would then coach the piece to understand the claims made by Archimedes and the support given to those claims. Students would then seminar the piece to establish student’s opinion of floating bodies based on the assumptions of Archimedes. Students would evaluate their seminar participation by using a rubric they had modified before the coaching and seminar.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.	1. Senior Resume: The student will produce a current resume with supportive detail in a correct format showing no error in grammatical and language conventions. The resume should include: objective, personal information, education, skills, employment, interests, and references.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others. 2. Use the elements good persuasive writing which may include satire 3. Analyze own work for: <ul style="list-style-type: none"> • consistency of facts, ideas, tone, voice • development of argument or plot • clarity and conciseness 	1. Language Arts Essay Writing: The student will prepare a thoroughly-developed, finely polished, written essay of 1000 words or longer. The essay must submit this in final form, no errors. The essay will be judged based on the National Writing Project's Six Trait Rubric.

STRAND I: HISTORY
CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

12	1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues. 2. Apply chronological and spatial thinking to understand the importance of events. 3. Describe primary and secondary sources and their uses in research. 4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas). 5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject. 6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants. 7. Analyze the evolution of particular historical and contemporary perspectives. 8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.	1. Current Event Speech: Students will select a topic from three possible choices (New Mexico current issue, U.S. A. current issue, or an international current issue) that they must then evaluate and research. The student must prepare a speech outline with a bibliography using at least five different primary sources, and secondary sources of information. The student will present an eight minute presentation on their topic using audiovisuals and good speech techniques. Students will be expected to answer questions about their topic and research.
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