

North Lawndale College Prep High School
Senior Project: The Instructional Guide
 2013-2014

Driving Question: Rising Senior determines in spring of the junior year.

Content/Source Stage	Determine Driving Question; CPb course rankings	Summer Reading Assignment	1+ teacher-approved documentary film	1+ peer-reviewed studies with methods and results section	2+ Quantitative Data Reps; from at least 2 different sources	2+ chapters of books	Topic Map	1st Meeting with Expert	Mini-Outline, 1st Draft	2+ periodical articles	1+ interview with appropriately qualified expert	1+ peer-reviewed studies with methods and results section	3+ Quantitative Data Reps; from at least 2 different sources	1+ additional primary source	Mini-Outline, 2nd Draft	2nd Meeting with Expert	Outline	Outline Approved or Fail English	1+ student-generated data, qualitative and/or quantitative	Critical Possible Fail Independent Study Date	1st Full Draft - Senior Project Essay	Final Draft - Senior Project Essay	Metacognitive letter – with Statement of Intent	Complete Senior Project PowerPoint	Senior Project Sampling: Professionals and Their Samples	Practice Presentations	3rd Meeting with Expert: Practice Presentation	Practice Presentations within Senior I-Team courses	Presentation	Phoenix Colloquium Night
Product	Driving Question and CPb Ranking	20+ notecards and Essay	10+ notecards for Background	10+ notecards for Background	2+ notecards for Background	50+ notecards	Completed Topic Map	Prep for Expert Meeting	Simple Mini-Outline: B, As, Os	20+ notecards	20+ notecards	10+ notecards	3+ notecards for As and Os	5+ notecards	Full Mini-Outline	Prep for Expert Meeting	1st Full Draft	Approved Full Draft	5+ notecards	All IS notecards approved	Essay: 1st Draft	Essay: Final Draft	Business Letter	PowerPoint	Professional, Sample Presentations	Practice Presentations	Prep for Expert Meeting	Practice Presentations	Formal SP Presentation	
Due Dates	5/24/2013	8/19/2013	9/6/2013	9/20/2013	9/20/2013	9/26/2013	10/1/2013	10/2/2013	10/8/2013	10/15/2013	10/18/2013	10/28/2013	10/20/2013	11/4/2013	11/12/2013	11/13/2013	11/18/2013	11/25/2013	12/9/2013	12/9/2013	12/9/2013	12/16/2013	1/13/2014	1/13/2014	1/29/2014	3/17-25/2014	3/26-27/2-14	4/14-18/2014	4/22-25/2014	5/15/2014
Department	All Junior Teachers	Senior English Teachers	Independent Study	Independent Study	Taught in Science and Math; graded within Math	English	English and Independent Study	English, Science, Math, and Independent Study	English and Independent Study	English	Independent Study	Independent Study	Taught in Science and Math; graded within Math	Independent Study	English, Science, Math, and Independent Study	English, Science, Math, and Independent Study	English and Independent Study	English, Science, Math, and Independent Study	Independent Study	English, Science, Math, and Independent Study	English	English and Independent Study	English	Independent Study	CPb course and English	CPb, English, Science, Math, and Social Studies	CPb course	CPb, English, Science, Math, and Social Studies	The Senior	The Senior
Instructional Responsibility	(I) Prep for DQ selection, provide several examples discipline-based topics and DQs, sample topics significantly impacting the world right now, college majors/minors one might have in discipline, and possible careers in field	(I) Introduce Summer Reading Assignment (R) How to create new project in NoodleTools (R) How to create citation in NoodleTools	(I) Listen and take notes with a doc film (I) Determine and cite appropriate background evidence from one's notes – into Topic Map	(I) Find appropriate, relevant peer-reviewed study (I) Create appropriate citation in NoodleTools (R) Read and Annotate within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(I) Find appropriate, relevant Quantitative Data Representations (I) Create appropriate citations (I) Read and Annotate within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(I) Create Chapter from factual context in NoodleTools (R) Read and Annotate within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(I) Identify basic information to the topic, e.g., names, places, terms, etc.; identify larger contextual themes to the topic, e.g., patterns, trends, etc.; identify various areas of impact (I) Develop Claim and Opposition	(I) Introduce the purpose of the Expert-Senior relationship (I) explain and demonstrate how to engage the Expert while explaining the Topic Map	(I) Organize notecards into piles (R) Develop Argumentative Claim, B, and Opposition (I) Supportive Ideas, As, based on notecards piles	(I) Find appropriate, relevant Periodical Articles (I) Create appropriate citations within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(I) Create interview citation in NoodleTools (R) Read and Annotate within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(R) Find appropriate, relevant peer-reviewed study (I) Create appropriate citation within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(I) Find appropriate, relevant Quantitative Data Representations (I) Create appropriate citations (I) Read and Annotate within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(R) Find appropriate, relevant primary sources (I) Create citation(s) in NoodleTools (R) Read and Annotate within source, using NLCP (R) Read and Annotate within source, using NLCP (R) Determine appropriate evidence for Background, As, Os, Rs	(R) Continue organizing notecards into piles (I) Develop Sub Ideas for each Supporting Idea, A1-1, etc. (I) Determine relevant evidence to support each idea	(I) Introduce an engaging hook (I) Develop Transition sentences in the background (I) Create set-ups for each evidence (I) Develop a proposal for the conclusion	(I) Create an Accentuate the importance of meeting deadlines	(I) Develop a testable question or series of survey questions (R) Write and follow procedure to gather data (R) Mathematically and graphically analyze qualitative and/or quantitative data (R) Draw conclusion/inference that is supported by data	(I) Accentuate the importance of meeting deadlines	(I) Use APA formatting for Title Page, Works Cited, page numbers (I) develop stronger transition between the various elements (R) Deepen analysis in the Links	(R) Polish grammar, spelling, style (I) Revision activities and objectives as needed (I) Explain how 1 st semester work will translate into 2 nd semester CPb work	(I) Create a visually attractive PowerPoint (I) Choose relevant and high-quality images (I) Condense sentences to phrases	(I) Listen to professionals explain how and why they present	(I) Explain argument and ideas by talking not reading off the notecards or PowerPoint (I) Accurately explain charts/graphs (I) Use Public Speaking Skills	(I) Introduce the purpose of the 3 rd Expert-Senior meeting – the Practice Presentation (I) Explain and demonstrate how to engage the Expert while practicing	(R) Explain argument and ideas by talking not reading off the notecards or PowerPoint (R) Accurately explain charts/graphs (R) Use transition between ideas (R) Polish Public Speaking Skills	Everything he/she has learned	Everything he/she has learned – and more!		

Key: I = Introduce the skill; R = Reinforce the skill