

Overview of Project

Final



Dear Students,

Here is my last stand on the project we are currently working on. These are some things you should know.

1. This project will be worth **two letter grades**. One for the photo and one for your written product.
2. The project is **due on Tuesday, February 25th**. You will turn in two pages to me. One will be a photo/drawing, and the other will be a published piece of writing. [I expect the use of the writing process to be evident in your final product.]
3. Pictures are to be taken by the student! Remember, I made it clear when WE decided to create a magazine that all of the work had to be original unless it was utterly impossible to do so for safety reasons.
4. Those of you who went on the trip and have last minute questions, you may email me this weekend to ask for clarification. I will be happy to respond. It has been made clear that the work must be completed on time! Due to Snow Days, no exceptions can be granted.
5. Take a moment to review the rubrics on the next two pages.

Aha!



Grading Information

Task: Take or stage a photo that represents the word chosen for the magazine and evokes emotion from your audience. Higher grades will be awarded to those who find a way to make connections between the original word chosen for our magazine and the content of the novelette.

Photo Rubric

Level 4 (20 pts.)

Level 3 (15 pts.)

Level 2 (10 pts.)

Level 1 (5pts.)

<p>Knowledge & Understanding</p> <p>(Does the student's photo represent their word for the magazine?)</p>	<p>The photo proves thorough knowledge & understanding of their "magazine word." A unique perspective of the word's meaning is skillfully demonstrated in conjunction with our course of study.</p>	<p>The photo demonstrates knowledge & understanding of their "magazine word." A perspective of the word's meaning is demonstrated but may remain slightly sketchy in some areas.</p>
<p>Thinking Skills</p> <p>(Are the contents of the photo/drawing appropriate and carefully crafted?)</p>	<p>The photo is indicative of a well-planned and thoughtful approach. Key concepts are analyzed & synthesized relating to the theme of social justice by recognizing that injustices exist. As a result, a significant moment is captured.</p>	<p>The photo indicates a thoughtful approach. Key concepts are analyzed & synthesized relating to the theme of social justice by recognizing that injustices exist. As a result, an image is captured.</p>
<p>Originality</p> <p>(Does the student create an original photo?)</p>	<p>The student uses a personal camera to plan & capture an original, digital image.</p>	<p>The student uses a personal camera to plan & capture an original, digital image.</p>
<p>Concrete Connections</p> <p>(Does the photo/drawing evoke feeling from its audience?)</p>	<p>The student is able to make clear connections between issues of social injustice that exist within our world, society, and cities by recognizing, expanding, and constructing them into new works .</p>	<p>The student is able to make connections between issues of social injustice that exist within our world. The connection to a new work may or may not be clear.</p>
<p>Photo Content & Quality</p> <p>(Is the photo/drawing clear & tasteful?)</p>	<p>The student effectively utilizes interesting photo angles and lighting to capture a clear image that is both compelling & thought-provoking. Yet, the picture remains visually pleasing & tasteful.</p>	<p>The student varies photo angles and lighting to capture a clear image that is thought-provoking. The picture is pleasing to the eye & in good taste.</p>

* Exceptions will be granted to students whose words are clearly not evident in the events of the novel. They should simply provide a picture and complete the work as best as they can. Warning! These are few, and the student should have spoken with me previously about it.

Grading Information

Task: Our new teen magazine is entitled, *Perspectives*. Write an original work that elicits emotion from your audience. Use the novelettes read in class as a springboard for your feelings. Higher grades will be awarded to those whose writing establishes a tight connection between the “assigned magazine word” and the novel’s plot.

Writing Rubric

Level 4 (20 pts.)

Level 3 (15 pts.)

Level 2 (10 pts.)

Level 1 (5 pts.)

<p>Introduction/ Orientation</p> <p>(Does the student’s provide an appropriate way of introducing the literary work to its audience?)</p>	<p>The writer employs a crafty way to orient his/her audience to the work that is forthcoming. It is concise and does not give too much away. It is skillfully executed, so it complements the work entirely.</p>	<p>The writer orients his/her audience to the work that is coming without giving too much away. The writer’s design or placement of the introduction may create a competitive or slightly confusing situation instead.</p>
<p>Organization</p> <p>(Are the contents of the literary work organized and easy to follow?)</p>	<p>The work is well-organized, unified, and coherent. Its purpose is clear and well-developed; it leads to a satisfying end. It surpasses 8th grade standards.</p>	<p>Attention to organization is evident, but an air of uncertainty lurks. A beginning, middle, and end are present but may lag in varied places. It meets 8th grade standards.</p>
<p>Originality, Voice & Style</p> <p>(Does the student create an original piece of literature that correctly reflects tone and point of view?)</p>	<p>The student produces an original work that is ample in style and correctness of voice. Varied elements such as vivid descriptions, powerful verbs, figurative language, dialect, onomatopoeias, and more evoke powerful and contemplative emotions in the reader.</p>	<p>The student produces an original work that has style and voice. Uncertainty may exist in one or more of these areas. Vivid descriptions, verbs, figurative language, and/or dialect may enhance the work. Together, these elements create emotions in the reader.</p>
<p>Concrete Connections</p> <p>(Does the literary piece convey a social issue that is thought-provoking and meaningful?)</p>	<p>The student is able to make clear connections between issues of social injustice existent within our world, society, and cities— whether personal, data-driven, personal or literature-based. He or she aptly expands and constructs a new literary work.</p>	<p>The student makes the connection between social injustices within our society and correctly ties it to a work of literature. Drawing from personal experiences or readings, the student expands this knowledge into a new and interesting literary work.</p>
<p>Conventions</p> <p>(Does the student follow the new Common Core standards of English?)</p>	<p>A firm command of the English language is evident from start to finish. Sentence variation, fluency, word choice, and transitions are carefully wielded so that few, if any, errors in conventions exist.</p>	<p>Standard use of the English language is evident from start to finish. Sentence variation, fluency, word choice, and transitions may or may not be evident. Some errors in conventions exist but do not detract from the meaning of the work.</p>

CAVEAT

- Exceptions will be granted to students whose words are clearly not evident in the events of the novel. They should complete the work as best as they can. Innovative ideas are allowed because of this. Warning! These instances are few and far between, and the student should have spoken with the teacher previously about it.
- Difficulty in finding an angle does not qualify here. Think!