

Send Me On My Way

Senior English 4B Semester Final (20% of grade)

Overview:

As you get ready to close this chapter of your life, it's time to reflect thoughtfully on who you are, how you developed, and what the next chapter will include. You will create and present an engaging personal speech that stems from your educational and personal experiences but also demonstrates 21st century presentation skills. Consider our essential questions this year: what's my purpose, and who defines it? AND What's my journey include? Then, decide the motto/universal theme you live by. Develop your **PECHA KUCHA presentation** around this motto and how your experiences formed it.

Required Content to include:

- ❑ Introduction of yourself with images and complex **thesis linking your journey to universal theme**
- ❑ Reflection on the significance of 1-3 personal life experiences leading to or relevant to the theme,
 - including content from high school years
- ❑ Images to enhance the content
 - *Strategically* chosen to support theme and accompany elements of story both literally and symbolically
- ❑ How learning theme through experiences has given you wisdom
- ❑ Works Cited Page (handed in separately AT TIME OF PRESENTATION!) for any images/words you do not own or create
- ❑ Conclusion with final life motto/six word memoir/advice (school appropriate, please)

**Please discuss concerns with any of the required content with the teacher so that we can adapt.

Required Skills to demonstrate:

- ✓ Pecha Kucha format: 20 slides @ 20 seconds each
 - **Other options:** 15 slides @ 30 seconds each; any other time/slide combinations must be approved by teacher
 - Comes out to be between 6.5 and 7.5 minutes
- ✓ Strategically chosen images that accompany and complement the content of your presentation both literally and symbolically
- ✓ Transitions/animation
- ✓ Professional, neat & symmetrical, eye-catching, and engaging format choices
- ✓ Oral presentation skills: projection, inflection, poise, body language, eye contact, visual aids, content, organization, and preparation

What is a Pecha Kucha?

- A timed presentation with limited number of slides, images, words.
- It has **limited words** on the slide and **communicates through images** accompanied by verbal explanation.
- See “RESOURCES FOR PECHA KUCHA” document on my website for help

GUIDELINES FOR THE PECHA KUCHA PRESENTATION

- ✓ *You must adhere to the number of slides as well as the time required for the assignment.
- ✓ *You cannot typically have any text in the slides; however, you can have a max of ONE SENTENCE equivalent of text to clarify your point on the images.
- ✓ ***You are not allowed to refer to any of the images or look back at them (ex. “This is a picture of...”)**

Standards addressed:

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective...[where] the organization, development, substance, and style are appropriate to purpose and audience. ELA 1.1a
- Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ELA 1.1b

<i>Areas of Assessment</i>	Exceeds: 5	Capable:4	Proficient: 3	Partially Proficient: 2	Unsatisfactory: 1	Unacceptable: 0
Research And Preparation ELA 4. If Use the appropriate style guide to document a range of sources. _____/10 points	<input type="checkbox"/> Practiced to present fluidly at least 7 min in pecha kucha format <input type="checkbox"/> Outstanding effort to prepare all aspects of project <input type="checkbox"/> Works Cited correctly specifies all resources (images, quotes, etc.) used (18-20)	<input type="checkbox"/> Practiced to present at least 7 min pecha kucha format <input type="checkbox"/> Some practice and effort on all aspects of project <input type="checkbox"/> Works Cited specifies all resources used with minor mistakes (16-17)	<input type="checkbox"/> Practiced to present slightly off the 7 min pecha kucha format <input type="checkbox"/> Some practice and effort on most aspects of project <input type="checkbox"/> Works Cited mostly specifies resources with some omissions or mistakes (14-15)	<input type="checkbox"/> Presented very briefly or too long, not in pecha kucha format <input type="checkbox"/> Effort on only a few aspects of the project <input type="checkbox"/> Works Cited specifies resources with significant omissions or mistakes (12-13)	<input type="checkbox"/> Didn't meet all deadlines or follow pecha kucha timing at all <input type="checkbox"/> Little effort or often off task during class <input type="checkbox"/> Works Cited specifies few resources with serious omissions and mistakes (10-11)	<input type="checkbox"/> No Works Cited citations <input type="checkbox"/> Unprepared and did not follow directions (0-9)
Controlling Idea ELA 1.1d Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience _____/20 points	<input type="checkbox"/> Engaging and insightful introduction highlights purpose and contains complex, universal thesis <input type="checkbox"/> Organization of information is fluid and keeps audience engaged. All ideas are linked together and transition between one another nicely <input type="checkbox"/> Engaging and insightful conclusion links back to introduction, thesis, and reflects on content (18-20)	<input type="checkbox"/> Engaging introduction links purpose and contains complex thesis <input type="checkbox"/> Organization of information is fluid and somewhat engaging. All ideas are linked together and transition between one another <input type="checkbox"/> Engaging conclusion links back to introduction, thesis, and reflects on content (16-17)	<input type="checkbox"/> Clear introduction identifies purpose and contains thesis <input type="checkbox"/> Organization of information flows but may be choppy in areas. Ideas are mostly linked. <input type="checkbox"/> Clear conclusion links back to introduction and thesis (14-15)	<input type="checkbox"/> Limited introduction, could be missing thesis, background, or link to purpose <input type="checkbox"/> Organization of information is choppy and hard to follow at times. Ideas not consistently linked <input type="checkbox"/> Limited conclusion lacks some links to introduction (12-13)	<input type="checkbox"/> Weak introduction, missing multiple elements such as thesis, background, or link or purpose <input type="checkbox"/> Organization of information is very confusing and ideas are not clearly linked. <input type="checkbox"/> Weak conclusion doesn't link to prior content (10-11)	<input type="checkbox"/> No introduction and thesis <input type="checkbox"/> Lack of organization apparent. No clear link between ideas. <input type="checkbox"/> No conclusion (0-9)
Content & Creativity ELA 1.1a Present information, findings and supporting evidence...where the organization, substance, development, and style are appropriate to purpose. ELA 1.1b Make strategic use of digital media (e.g. audio, visual, and interactive elements) in presentations ...to add interest _____/50 points	<input type="checkbox"/> Complete and insightful content details: <ul style="list-style-type: none"> o Thoughtful defining moments and specific life experiences o Diverse and strategic use of images. Images are creatively integrated and thoughtfully symbolic of ideas <input type="checkbox"/> Slides are highly interesting, easy to see and understand <input type="checkbox"/> Interesting and thorough explanations of significance of all content (50-45)	<input type="checkbox"/> Complete content details: <ul style="list-style-type: none"> o Defining moments and specific life experiences o Diverse and clear use of images. Most are thoughtfully integrated and symbolically represent ideas <input type="checkbox"/> Slides consistently interesting, easy to see and understand <input type="checkbox"/> Interesting explanations of significance of content (44-40)	<input type="checkbox"/> Complete content details: <ul style="list-style-type: none"> o Defining moment(s) are sometimes vague and don't go into enough detail o Images are clear but generic and literal; not a lot of thought went into them <input type="checkbox"/> Slides are easy to see and understand <input type="checkbox"/> Complete explanations of significance of content (39-35)	<input type="checkbox"/> Some generalized or superficial content details: <ul style="list-style-type: none"> o Defining moments are very vague and give little details into personal experience o Images are a bit unclear and some seem random or poorly selected <input type="checkbox"/> Slides are mostly easy to see and but not always easy to understand <input type="checkbox"/> Some explained significance of content (34-30)	<input type="checkbox"/> Few content details: <ul style="list-style-type: none"> o Defining moments are included but don't support theme or seem random or general o Images are included but are not creative, interesting, or obviously linked to ideas <input type="checkbox"/> Little or no explanations of significance of content <input type="checkbox"/> Slides are not easy to see and several are confusing (29-21)	<input type="checkbox"/> Few to no content details: <ul style="list-style-type: none"> o No explanations of significance of events or specific examples from life o Images are missing or do not make sense (22-0)
Oral Presentation ELA 1.1a Present information, findings and supporting evidence...where the organization, substance, development, and style are appropriate to purpose. _____/20 points	<input type="checkbox"/> Consistently spoke audibly and expressively <input type="checkbox"/> Maintained excellent eye contact <input type="checkbox"/> Spoke with clearly and fluidly with great variety in tone (18-20)	<input type="checkbox"/> Consistently spoke audibly with some expression <input type="checkbox"/> Maintained good eye contact <input type="checkbox"/> Spoke clearly and fluidly (16-17)	<input type="checkbox"/> Mostly spoke audibly or expressively <input type="checkbox"/> Maintained good eye contact <input type="checkbox"/> A few filler words, some distracting pauses or awkward volume (14-15)	<input type="checkbox"/> Sometimes spoke audibly or expressively <input type="checkbox"/> Maintained some or inconsistent eye contact <input type="checkbox"/> Spoke with distracting tone, a lot of awkward pauses and somewhat monotone (12-13)	<input type="checkbox"/> Rarely spoke audibly or expressively <input type="checkbox"/> Maintained little or no eye contact <input type="checkbox"/> Spoke with no emotion and fumbled over most of speech (10-11)	<input type="checkbox"/> Did not speak audibly or expressively <input type="checkbox"/> No eye contact (0-9)

TOTAL _____/100