

Semester Presentations 2005-06 Overview



First Semester: The Nature of Being a Learner Grades 9-12

Theme: The Nature of Being a Learner

Presentation Week: Tuesday, December 13 – Friday,
December 16, 2005

Presentations will be multiple grade levels (9-12 combined)
The presentation questions integrate the *Expected School-wide Learning Results (E.S.L.R.s)* and the *International Baccalaureate Middle Years Program (IBMYP) Areas of Interaction*. The presentation questions and a description of the E.S.L.R.s and IBMYP Areas of Interaction are attached. Presentation rubric will be given to students in advisory on Tuesday, November 29.



Second Semester: Mastering the Criterion Grades 9-12

- Theme: Mastering the Criterion
- Presentation Week: Friday, June 9 – Tuesday, June 13, 2006
- Presentations will be grade-level specific (9, 10, 11, & 12 separated)
- The presentation questions will focus on student knowledge and the student's growth as a learner. Students will be expected to demonstrate mastery of their subjects' criterion. Students will use work from their Portfolio to prove their level of mastery. In addition, students will be asked: how have you overcome challenges to become a successful learner?
- Presentation questions and rubric will be given to students at least three weeks before presentations.



Preparing for Your Presentation....

- At least two weeks before your presentation,
 - organize your Portfolio.
 - prepare responses to the presentation questions.
 - ask your parent/guardian or community member to mark their calendars for your Presentation Day! Extra credit will be awarded to those students who bring an audience member who is not a student at Guajome Park Academy.
 - practice, practice, practice!
- One week before your presentation,
 - pick out a professional outfit to wear to present. Professional attire is required. Dress as if you are interviewing for a job.
 - practice, practice, practice!
- The day of your presentation,
 - be on time to your presentation location.
 - bring your Portfolio. (Note cards are optional.)
- During your presentation,
 - you will only answer one question from each section; five questions total. One question will be chosen at random from each of the five sections.
 - Your responses should be well thought out and thorough, and include a variety of examples from different subjects.
- Each student is expected to present for 10-15 minutes.



Presentation Grades

- Presentations will be scored using a rubric
- The rubric will evaluate the quality of your commentary on your work, your responses to questions, the appropriateness of your examples and overall presentation skills
- **Your presentation will be worth 10% of your final grade in each subject area**
- The teachers' scoring of your presentation will make up 75% of your overall presentation grade, while the audience members' evaluation will count for 25%
- *If you arrange for a parent/guardian or adult representative to attend your presentations, you will receive five extra points to your overall score.*



Personal & Real World Connections
Areas of Interaction & Guajome Park Academy's
Expected Schoolwide Learning Results

First Semester Presentation
Questions

- *Be prepared to address the questions below; you will be responding to one question from each section for a total of five questions. Average your responses to be about two-three minutes each.*



Section One: Responsibility

- A. Choose an assignment that particularly challenged your level of competence, ability to produce quality work, or your personal integrity. How have you overcome and grown from this challenge? What did you learn about yourself in completing this task?
- B. Choose an assignment or school activity that challenged you to cooperate with others to solve problems. In what ways did you exhibit responsibility for your personal actions? In what ways were you able to motivate yourself and others to be life-long learners?
- C. As a learner, how have you developed your physical and emotional well-being thus far? Which activity or assignment helped you to better understand your own personal health, or better understand the expectations and standards of the society in which we live? How did you become a happier, healthier member of society?



Section Two: Thinking

- A. How have you been challenged to propose questions that illuminate and find solutions to fundamental issues? Be sure to demonstrate this through a specific activity or assignment that required/allowed you to think about your environment. How did this activity/assignment give you a better understanding of environmental issues, or allow you to do something concrete to improve your world?
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- B. In what ways have you been challenged to recognize and examine moral and ethical concerns?
- C. What was your greatest challenge to apply knowledge to experience and experience to knowledge?
- D. What ways have you grown from integrating knowledge in various subjects? Provide an example.
- E. What is your greatest academic achievement in terms of creative, critical and/or evaluative thinking?



Section Three: Communicating

- A. What has been your greatest challenge in reading, writing, speaking listening, calculating and/or computing assignments?
- B. What was the greatest academic accomplishment this semester regarding your ability to use media, aesthetics, quantified data, and technologies effectively? Address the challenges you faced in your accomplishment.
- C. How have you, as a learner, been required to access, retrieve, analyze and present information to solve problems? Provide an example.



Section Four: Contributing

- A. How have you been developing as an artist or creator? How did you discover anything about our human desire to create and invent during any activities this semester? How did you see any good or bad consequences from your own or somebody else's creativity?
- B. What was your greatest challenge/accomplishment to become a student who is aware of his/her community or takes part in school and community service learning projects? Which activity or assignment gave you the best chance to better understand community? How did this activity/assignment raise your awareness about communities, get more involved in the community, or understand the importance of community?
- C. How does a learner best learn respect for themselves and others? Provide an example.



Section Five: Citizens of Our Nation within a Global Society

- A. How have you been challenged to show respect for individual ideas and values?
- B. Show work that proposes thoughtful solutions to local, national and world problems. How has your understanding of other cultures in our local and global world grown this year? What discoveries did you make about other people of our world?
- C. What assignments or activities helped you to prepare for changes in society, technology and employment opportunities?

