**Genius Hour Information Sheet and Checklist**

Your Genius Hour project will include two separate entities.

1. An Essay (for your leveled ELA class)
2. A Formal Presentation (for your grade level Literature class)

*You will be responsible for signing up for your presentation time slot using the Sign-up Genius link on Mrs. Pfaff’s homepage. Be certain to sign up for your presentation BEFORE Thanksgiving Break. Also, be certain to present your Genius Hour Proposal to Mrs. Pfaff for approval prior to Thanksgiving Break. Presentations will take place after Christmas Break, so plan accordingly. Your presentations should be between 6-10 min. in length.*

**Additional Requirements**

* **Proposal Approval** (tape in ELA journal) Explain what you will research, WHY this is valuable, what you will do to make your presentation AMAZING, and where you plan to find your specific resources. DUE DATE: 11/23/19
* **Grammarly Account:** Each student will need access to their Grammarly Account (paid for by RHPCS). This will require students to have their own email address in which they will access Grammarly to use to edit/revise essays. ***Final drafts of papers must be run through Grammarly BEFORE submitting for grading. Final drafts must also be typed and printed.***
* **Plagiarisim Checker:** Each student will need to run their essay through their choice of a Plagiarism Checker (see links on ELA webpages on Mrs. Pfaff’s website). Students will print off the Plagiarism Check report page and attach to the final draft of essay.
* **Presentation Practice Requirements:** Students are required to plan and create their presentations at home. Each student is required to complete a minimum of three practice performances in front of an audience of their choice (who will be responsible for giving constructive feedback to help improve the presentation. A Practice sheet must be filled out completely and handed in. **This is worth 100 points.**

**ESSAY PREPARATION REQUIREMENTS (FOR ELA CLASSES)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ELA 1** | **ELA 2** | **ELA 3** | **ELA 4** | **ALT. ELA** |
| Sources: 5+On-line: 5+Off-line:N/A | Sources: 6+On-line: 5+Off-line: 1+ | Sources: 8+On-line: 7+Off-line: 1+ | Sources: 10+On-line: 8+Off-line: 2+ | Sources:On-line: 3+Off-line: N/A |
| Note-Taking Sheet (may be online or paper). See below. Must be handed in with essay | Note-Taking Sheet (may be online or paper). See below. Must be handed in with essay | Note-Taking Sheet (may be online or paper). See below. Must be handed in with essay | Note-Taking Sheet (may be online or paper). See below. Must be handed in with essay | Note-Taking Sheet (may be online or paper). See below. Must be handed in with essay |
| Graphic Organizer for Essay | Graphic Organizer for Essay | Graphic Organizer for Essay | Graphic Organizer for Essay | Graphic Organizer for Essay |
| Rough Draft/Multiple Drafts (Varied due dates) | Rough Draft/Multiple Drafts (Varied due dates) | Rough Draft/Multiple Drafts (Varied due dates) | Rough Draft/Multiple Drafts (Varied due dates) | Rough Draft/Multiple Drafts (Varied due dates) |
| Plagiarism Check Printed Report | Plagiarism Check Printed Report | Plagiarism Check Printed Report | Plagiarism Check Printed Report | N/A |
| Essay: 5 Paragraphs minimum in MLA format (including Works Cited Page) handed in with Plagiarism Check | Essay: 6 Paragraphs minimum in MLA format (including Works Cited Page) handed in with Plagiarism Check | Essay: 8 Paragraphs minimum in MLA format (including Works Cited Page) handed in with Plagiarism Check | Essay: 10 Paragraphs minimum in MLA format (including Works Cited Page) handed in with Plagiarism Check | Essay/Writing: 3 Paragraphs or the equivalent in sentences  |

**NOTE-TAKING SHEETS (FILL OUT FOR EACH SOURCE)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paragraph Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SOURCE COPIED HERE

|  |
| --- |
|  |

SUMMARY/NOTES/PARAPHRASING HERE

|  |
| --- |
|  |

**\*\*\*NO Wikipedia or YouTube Sources.**

**GENIUS HOUR ESSAY RUBRIC** NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_ ELA CLASS:\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds– 10** | **Meets– 8** | **Developing– 6** | **Insufficient Evidence – 5 - 0**  |
| **Intro** | * Has a creative hook that effectively introduces the thesis
* Introduces the author (full name) and the title of the work (italicized)
* Gives sufficient & pointed background info relevant to the thesis (neither too much nor too little)
 | * Has a hook that introduces the thesis
* Introduces the author and the title of the work (but not properly formatted)
* Gives some background info relevant to the topic
 | * Attempts to use a hook but it may be irrelevant, inaccurate, or ineffective
* Introduces the author OR the title of the work (but not properly formatted)
* Not enough background info or some irrelevant info
 | * No hook
* No reference to author or work
* No background information or completely irrelevant info
 |
| **Thesis** | * Is clear, focused, and specific
* Clearly, thoroughly, and accurately answers the entire prompt
 | * Is mostly clear, focused, and specific
* Attempts to answer the entire prompt
 | * Lacks clarity, focus, or specificity
* Answers part of the prompt, but fails to address all of the prompt
 | * Lacks clarity, focus, and specificity
* Does not answer the prompt (possibly simply restates the prompt)
 |
| **Body/****Evidence** | *All Body Paragraphs Include:** Topic sentence clearly states main idea of the paragraph
* Ideas/details/evidence clearly support thesis
* Creative & accurate use of all evidence
 | *All Body Paragraphs Include:* * Topic sentence states main idea of paragraph
* Ideas/details/evidence support thesis
* Accurate use of all evidence
 | *All Body Paragraphs Include:** Topic sentence does not fully capture main idea of paragraph
* Ideas/details/evidence do not always support thesis
* Mostly accurate use of evidence
 | *All Body Paragraphs Include:** Topic sentences not used
* Ideas/details/evidence do not support thesis
* Inaccurate use of evidence
 |
| **Conclusion** | * Restates the thesis in interesting way
* Strongly unifies the ideas in the paper
* Leaves a strong impact on the reader by answering the question, “So what?”
 | * Restates the thesis
* Unifies the ideas in the paper
* Leaves an impact on the reader
 | * Attempts to revisit thesis
* Partially unifies ideas in paper
* Attempts to leave an impact on the reader
 | * Does not revisit the thesis
* Does not unify ideas in paper
* Does not leave any kind of impact on reader
 |
| **Structure** | * Paper is very well organized
* Papers flows, using transitions between points and paragraphs
* Presents argument in a clear and logical sequence
 | * Paper is mostly well organized
* Paper uses transitions between points & paragraphs
* Presents argument in a logical sequence
 | * Some of the paper is well organized, but some areas lack organization
* Paper sometimes uses transitions between points & paragraphs
* Argument is sometimes presented logically
 | * Paper is not organized
* No use of transitions
* No logical presentation of argument
 |
| **Mechanics** | * Completely accurate use of grammar
* Variety in sentence structure
* No spelling errors
* Extensive variety in word selection
 | * Mostly accurate use of grammar
* Some variety in sentence structure
* Limited spelling errors
* Variety in word selection
 | * Several grammatical errors
* Little variety in sentence structure
* Some spelling errors
* Some variety in word selection
 | * Too many grammatical errors
* No variety in sentence structure
* Too many spelling errors
* No variety in word selection
 |
|  | **Exceeds– 20** | **Meets– 16** | **Developing– 12** | **Insufficient Evidence –11 - 0**  |
| **MLA Format** | * Paper always uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, & works cited)
* All sources are properly cited both in the body of the paper and on the works cited page
 | * Paper mostly uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, & works cited)
* Most sources are properly cited both in the body of the paper and on the works cited page
 | * Paper seldom uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, & works cited)
* Few sources are properly cited both in the body of the paper and on the works cited page
 | * Paper does not use proper MLA format
* Sources are not properly cited in the body of the paper and on the works cited page
 |

**\_\_\_\_\_\_\_\_\_/80 COMMENTS:**

**GENIUS HOUR PERFORMANCE RUBRIC**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_ ELA CLASS:\_\_\_\_\_\_\_

TASK DESCRIPTION: Present topic that has been approved and researched including all eight of these performance elements.

Scoring Guide:

5: Stellar!

4: Pretty close

3: Some aspects missing/weak

2: More work to do

1: Not enough effort

|  |  |  |
| --- | --- | --- |
| ELEMENTS | DESCRIPTION OF STELLAR PERFORMANCE | COMMENTS |
| Set the Theme | Tell the audience exactly what they are going to be experiencing and hook them into the topic right away. Give the audience a reason to listen. | 1 2 3 4 5  |
| Provide an Outline | Outline your presentation so that the audience knows what to expect. | 1 2 3 4 5  |
| Enthusiasm!!! | Use enthusiastic words and actions to capture your audience! You want to energize the audience and create an eagerness for more. | 1 2 3 4 5  |
| Numbers with Meaning | All numbers and facts need to hold meaning with the audience. Relate numbers to something the audience is familiar with. Bring data to life! | 1 2 3 4 5  |
| Visuals | Keep your visuals appealing and simple. Add graphics and visually-stimulating images that form a clear connection with the topic you are presenting.  | 1 2 3 4 5  |
| Provide a Show! | Give your audience a show! Provide a presentation in which your audience feels that they are experiencing a show rather than an informational presentation. | 1 2 3 4 5  |
| Memorable Event | Create a memorable event. Build up to this moment. Think of the climax of a story in a plot diagram. Set the stage, and then build up to the big idea. | 1 2 3 4 5  |
| One More Thing… | Leave your audience with a bonus at the end. This is something that leaves them feeling that they are leaving with a gift. It could be an object or experience or thought etc.  | 1 2 3 4 5  |

 Total Score: \_\_\_\_\_\_/40 X 5= \_\_\_\_\_\_/200

Additional Comments: