

Eugene IHS Junior Seminar 2016-2017 Second Trimester



Foundation of the IHS Senior Paper and the IB Extended Essay

Introduction to the Junior Seminar, Second Trimester

For the next two trimesters you will begin the exciting adventure of researching and writing the Eugene IHS IB senior paper. This is an independent research project on a topic of your choosing, which will end with you writing a 3500-4000-word essay. Because all students must complete an in-depth research project to meet the current graduation requirements for the state of Oregon, every Eugene IHS student will need to complete a senior paper. In addition, the senior paper fulfills the “Extended Essay” requirement for students who will complete the full IB diploma.

You will work on the senior paper for three trimesters over junior and senior year. During your junior year, you will review the fundamentals of writing a research paper, locate and learn to use a variety of research materials and sources, choose a technical advisor, decide upon a topic and a research question, begin preliminary research, and compose a blueprint for your final essay. During your senior year, you will complete your research and write the final paper.

The senior paper is an in-depth scholarly study of a specific topic within a broader IB subject area. Its purpose is to provide you with an opportunity to pursue independent, personally engaging research and to write an essay that communicates ideas and information in a logical, coherent, and original manner. The project also requires first hand involvement with the subject, research that extends beyond the library and beyond any single source to supplement the scholarly sources found in the library and in scholarly databases.

The senior paper is a scholarly inquiry rather than a narrative report. Therefore, it must be organized around a research question and rely heavily, if not exclusively, on scholarly sources. Your project will start with a general subject area of your choosing, then proceed to a more specific topic, and finally result in a particular question that intrigues you. This question will evolve over time, but your genuine interest in the topic and in finding an answer to your research question should drive the paper.

In order to keep track of your hard work on the steps of your senior paper research process, and also to keep track of your Seminar teacher’s feedback, we will ask you to upload your senior paper assignments to Managebac under the IB Manager *EE (Extended Essay)* tab. We suggest you keep hard copies of your notes and research organized in a three-ring binder for quick reference as well.

We hope you find the senior paper to be one of the most challenging and rewarding experiences in Eugene IHS. Indeed, many of our IHS graduates tell us that the senior paper was the single most valuable experience in preparing them for success in college.

11th Grade Seminar Term 2

To use this scoring guide, choose the highest score that completely describes the student's work in the trimester. In order to achieve a particular grade, a student's work must *entirely* fall within that grade. Otherwise, she or he will have earned a lower grade.

<p style="text-align: center;">F</p> <p style="text-align: center;">Student is not completing CAS Hours and/or developing basic research skills.</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">Student is completing CAS Hours and is developing basic research skills.</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">Student is showing independent learning ability, is fully engaged in CAS work, is self-reflective, and is beginning IB/College level research.</p>	<p style="text-align: center;">A</p> <p style="text-align: center;">Student excels at CAS work and at self-reflection, and is beginning IB/College level research.</p>
<p>Student is <u>neither on track to graduate from IHS, to meet CAS requirements, nor on track to if registered as an IB Diploma Candidate.</u></p>	<p>Student is on track to graduate from IHS, to meet CAS requirements, but is struggling to meet seminar requirements on time and independently. Is minimally on track to earn the IB Full Diploma if registered as an IB Diploma Candidate.</p>	<p>Student is on track to graduate from IHS, to meet CAS requirements, and is minimally on track to earn the IB Full Diploma if registered as an IB Diploma Candidate.</p>	<p>Student is on track to graduate from IHS, and to meet CAS requirements for the IB Full Diploma if registered as an IB Diploma Candidate.</p>
<ul style="list-style-type: none"> • Student has not attended most seminar meetings. 	<ul style="list-style-type: none"> ▪ Student has attended most seminar meetings, unless he or she had an excused absence. 	<ul style="list-style-type: none"> ▪ Student has attended all seminar meetings, unless he or she had an excused absence. 	<ul style="list-style-type: none"> ▪ Student has attended all seminar meetings, unless he or she had an excused absence. He or she has checked in with his or her teacher to make up for excused absences.
<ul style="list-style-type: none"> • Student has not completed 15 CAS hours this term, or supervisor has not reviewed them. 	<ul style="list-style-type: none"> ▪ Student has completed 15 hours of CAS, which seminar teacher has approved and supervisor has reviewed, this term. 	<ul style="list-style-type: none"> ▪ Student has completed 15 hours of CAS, which seminar teacher has approved and supervisor has reviewed, this term. 	<ul style="list-style-type: none"> ▪ Student has completed 15 hours of CAS, which seminar teacher has approved and supervisor has reviewed, this term and on time.
<ul style="list-style-type: none"> ▪ Student has submitted no evidence or reflection regarding his or her CAS hours. 	<ul style="list-style-type: none"> ▪ Student has shown minimal evidence of reflection, on time. 	<ul style="list-style-type: none"> ▪ Student has logged evidence showing or reflecting on moments in his or her CAS Hours, on time. 	<ul style="list-style-type: none"> ▪ Student has logged evidence, including one thoughtful written reflection, showing how he or she has developed in terms of the IB learning outcomes in his or her CAS Hours, on time.

This Scoring Guide Continues on the Next Page.

	<ul style="list-style-type: none"> ▪ Student has participated in a seminar graded discussion activity regarding research concepts, or has at least halfway completed the Study Guide Questions for <i>Writing Research Papers Across the Curriculum</i> if he or she missed this seminar. 	<ul style="list-style-type: none"> ▪ Student has actively participated in a seminar graded discussion activity regarding research concepts, and taken notes during the activity, or thoughtfully answered all of the Study Guide Questions for <i>Writing Research Papers Across the Curriculum</i> if he or she missed this seminar. 	<ul style="list-style-type: none"> ▪ Student has actively participated/taken some leadership in a seminar graded discussion activity regarding research concepts, and taken notes during the activity, or thoroughly and thoughtfully completed the all of the Study Guide Questions for <i>Writing Research Papers Across the Curriculum</i> if he or she missed this seminar.
		<ul style="list-style-type: none"> ▪ Student has completed the Topic Discovery and Exploratory Questions assignment, and has met the standard for it 	<ul style="list-style-type: none"> ▪ Student has completed the Topic Discovery and Exploratory Questions assignment on time, and has exceeded the standard for it.
<ul style="list-style-type: none"> ▪ Student has not met with seminar teacher. 	<ul style="list-style-type: none"> ▪ Student has met with his or her seminar teacher about his/her research topic. 	<ul style="list-style-type: none"> ▪ Student has met with his or her seminar teacher about his/her research topic on time. 	<ul style="list-style-type: none"> ▪ Student has met with his or her seminar teacher about his/her research topic on time.
<ul style="list-style-type: none"> ▪ Student has not completed the Preliminary Research Assignment. 	<ul style="list-style-type: none"> ▪ Student has at least mostly completed the Preliminary Research Assignment. 	<ul style="list-style-type: none"> ▪ Student has completed the Preliminary Research Assignment thoroughly and on time, and shown some understanding of what constitutes scholarly research. 	<ul style="list-style-type: none"> ▪ Student has completed the Preliminary Research Assignment thoroughly and on time, and shown understanding of what constitutes scholarly research

JUNIOR SEMINAR DATES TO REMEMBER

Meeting/Due Dates	Junior Seminar Components and Directions
<p>Wednesday, December 14th: Required Seminar Meeting, parent verification form, and Sample Essay Exploratory Assignment Due.</p>	<ul style="list-style-type: none"> ▪ Successes of first trimester, overview of second trimester. ▪ In class we will discuss your completed Sample Essay Exploratory Assignment as well as have a short lesson exploring how the same subject can be explored through different academic lenses. Students who miss today and want at least a “B” in the class should complete the assignment on their own. Students will also turn in their Parent/Student Packet Review Verification. ▪ We will also preview the Online Research Sources Assignment.
<p>Wednesday, January 18th: Required Seminar Meeting and Online Research Sources Assignment Due.</p>	<ul style="list-style-type: none"> ▪ Discuss Online Research Assignment ▪ Using the UO Knight Library, how to complete the Topic Discovery and Exploratory Questions and the Preliminary Research Assignments.
<p>Wednesday, January 25th: Required Seminar Meeting, and Topic Discovery and Exploratory Questions Assignment Due.</p>	<ul style="list-style-type: none"> ▪ Bring a paper copy of your Topic Discovery and Exploratory Questions Assignment (see description in packet below) to your Seminar Teacher at the beginning of seminar class today. ▪ In Seminar, we will complete a TOK Question-Asking Lesson which may contribute to the kinds of questions that you would like to discuss in your Exploratory Question Assignment. Before you leave today, sign up for an individual conference with your seminar teacher in February.
<p>Friday, January 27th: Approval of 15 CAS Hours for Trimester 2 are Due.</p>	<ul style="list-style-type: none"> ▪ Have obtained approval for fifteen (15) CAS hours for second trimester on your ManageBac CAS page.
<p>From February 1st - February 24th</p>	<p>Conference with your Seminar Teacher</p> <ul style="list-style-type: none"> • You will have a one-on-one meeting with your Seminar advisor to discuss your interests, possible directions for your extended essay and next steps toward completion of your Preliminary Research Assignment. • This is a requirement. Please make sure that you show up for your conference on time.

Junior Seminar Dates to Remember continue on the next page.

Wednesday, March 1st: Required Seminar Meeting.	<ul style="list-style-type: none">▪ The Preliminary Research Assignment, due next Friday, is extensive and difficult. Please attend seminar for further help with this assignment today.
Friday, March 10th	<ul style="list-style-type: none">▪ Show completion of fifteen (15) total CAS hours, including Supervisor Reviews for them, for second trimester on your ManageBac CAS page.▪ Have uploaded evidence (at least one of which must be a thoughtful written reflection for you to receive an “A”) for your CAS Hours this term.▪ The Preliminary Research Assignment is due to your Extended Essay Page in Managebac.

DETAILED ASSIGNMENTS

1) Parent/Student Packet Review Verification DUE Wednesday, December 14th

- Read the packet carefully with your parent/guardian, and then turn in the form with the required signatures to your Seminar teacher.
- Note any questions that arise and bring them to the attention of your Seminar teacher at a regularly scheduled class meeting.
- Turn in the paper form to your Seminar teacher.

2) Sample Essay Exploratory Assignment DUE Wednesday, December 14th

You are about to embark on what we hope will be both a skill building experience as well as an opportunity for you to dive into a topic and question that excites you. Think of this as a time for you to truly explore a subject that you love. Writing a senior paper that excites you often results in higher marks. This assignment will be due December 14th, during the first meeting of our second trimester seminar class. During that meeting we will spend time discussing different academic fields through which we can analyze a topic. To get started you will explore past IHS senior paper and see what methodology and academic pathways interest you.

You will need to log into your ManageBac account. From there, click on the IB Manager tab at the top of page. Then click on the “files” tab in the below list of options. Click on “EE Support Materials,” and then on “Sample Extended Essays.” You should now see a five-page list of exemplar essays. All of these essays were written by recent IHS graduates on a variety of topics in different academic subjects.

Please choose a paper that sounds interesting to you. Feel free to click around amongst the different pages. Don't just look at page one. Please answer the following questions once you have something that looks interesting:

1. What is the title?
2. What is the subject area?
3. What is the research question and thesis statement?
4. What do you find interesting about the thesis and subject area?
5. List four cited sources. Where is the author finding the information needed to write their paper? Journal articles? Websites? Books?
7. What would you find challenging about writing this paper?
8. What might have been a different research question written on the same topic?

Repeat this process two more times for a total of three senior papers. Having skimmed three senior papers, take a moment to reflect and write a short paragraph thinking about what type of inquiry excites you. *Do you love working in a lab? Is art your thing? Can you find your P value in your sleep or does literary analysis just make sense?* The more you are aware of the topics and questions that will keep you engaged, the more this paper will feel like a labor of love and not like another chore you are being asked to do.

Please print out your completed assignment and bring it for discussion on Wednesday the 14th. Your teacher may ask you to upload it to your EE ManageBac page for easier grading.

3) Online Research Assignment

DUE Wednesday, January 18th

(This assignment can be found with active hyperlinks under the EE support materials in the files section of the EE page on Managebac. Please word process responses and bring them printed to seminar.)

This assignment will ask you to explore a few sources online that should help guide you in all of your future studies. It is critical that any student understand how to access quality sources, appropriately cite and give credit to other scholars, and properly organize and format any research paper.

1. Click on the link here: <http://www.hasseris-gym.dk/wp-content/uploads/2015/11/IBO.Academic-Honesty-Policy.pdf>

Start reading at the Introduction, pages 9-13 of the pdf (printed in document: 1-5) What are the main points IB wants students to understand? Why is this important to your life now and in the future? Answer in a paragraph of 200 to 300 words.

2. Go to the South Eugene library at: <http://schools.4j.lane.edu/south/Library/>
(Find passwords saved in "Bookmark 2016-17" in Managebac)

You have not yet chosen a topic for your paper, but imagine that you have. Of the 18 different databases that are searchable, which do you think would be most useful and why? Choose at least three and explain why these databases will best meet your research needs.

3. Go to scholar.google.com. Click on "settings" in the top right above the search bar. "Settings" may be under the "more" tab. Click on library links. Search "University of Oregon". Click on the box next to the "University of Oregon Findtext" and save at the bottom. Now search any topic in the google scholar search bar. Find the title of a **BOOK**, write down the title and a brief description of why you think it might be useful. *You can now go to the Knight Library with your Eugene public library card, get an "Oregon Card" and check out that book FOR FREE! Or scan and email yourself a reference book FOR FREE! Or print a journal article for minimal charge! Or even download that article and email yourself a copy FOR FREE!*

4. Click on the links: <https://owl.english.purdue.edu/owl/resource/747/01/>
<https://msu.edu/~jdowell/135/TQIC.html>

In a short paragraph answer the question, how could this be helpful to you in writing your senior paper and all future academic endeavors? Make sure to click around the websites and mention different aspects that could be useful for you to revisit later.

5. Click on the link: <https://owl.english.purdue.edu/owl/section/2/8/>

In a short paragraph answer the question, how could this be helpful to you in writing your senior paper and all future academic endeavors? Make sure to click around the website and mention different aspects that could be useful for you to revisit later.

4) Topic Discovery and Exploratory Questions

DUE Wednesday, January 25th

Imagine that you no longer had to go to school but were free to pursue any interest you liked. Brainstorm a list of your interests. Which ones are you most passionate about? Which ones lend themselves to scholarly investigation? Do you have interests that fall into both categories? These are your potential senior paper topics. Next, look at the list of subject areas on page 8 of this packet. In which IB subject areas do your interests fit? Please look up those subject areas in the Extended Essay Guide and read through the full IB description of the ones that you are most interested in. (The Extended Essay Guide is available in your Managebac account under Files/Extended Essay, and also on the IHS Web Site). For this assignment, you will have the opportunity to explore the potential topics that you have chosen and consider which ones might be a good fit.

Directions:

Select two (2) topics for your scholarly investigation. You should choose topics you care about enough to devote a year of your life to. For each topic write two (2) well-developed paragraphs, 75 to 150 words each, that address the following questions:

- Under which IB subject area in the IB Extended Essay Subject Guide does your topic fit? (The Extended Essay Guide is available in your Managebac account under Files/Extended Essay, and also on the IHS Web Site).
- What interests you about this topic?
- What background knowledge do you bring to this topic?
- What more do you want to learn about it and why?
- Why should others care about this topic/why is it important?

Additionally, make a list of three (3) to five (5) exploratory questions for each of your two topics. They may be subtopics about which you are curious to learn more. Or they could probe gaps in your knowledge that you are eager to fill.

Please bring your work to your teacher at the beginning of Seminar class time on Wednesday, January 25th.

5) Conference With a Teacher

Complete by Wednesday, February 24th

- You will have a one-on-one meeting with your Seminar advisor or another IHS teacher to discuss your interests, possible directions for your extended essay and next steps.
- Your Seminar teacher will be available for conferences between February 1st and February 24th. This conference is required. Sign-up sheets will be available at each campus. Please try to sign up as soon as possible and make sure to show up to the time that you sign up for because time is limited and we may not be able to give you a second chance.
- You will also be expected to explain why your topic is **researchable**, why and how it is **arguable**, and whom you have sought out as resources in your greater community.
- You will also need to address your understanding of the Preliminary Research Assignment, and ask any questions you may have about it. Please make sure you have read over the instructions and begun the work on this assignment prior to your meeting.
- Please also be prepared to discuss your CAS work thus far in the trimester.

Your Preliminary Research will be the foundation of your work throughout the rest of the junior year toward a research-based blueprint of a final paper. Submit the work listed below via Managebac under the **IB Manager ->EE** tab in one carefully organized document with clearly labeled sections for each part: **Introduction, Sources and Reading Notes, Research Strategy, and Working Hypothesis/Thesis**—described in the *Writing Research Papers Across the Curriculum* linked webpage from the Online Research Sources Assignment. Title your work “Preliminary Research.”

The following sections of your Preliminary Research should build upon one another. Your Preliminary Research will be graded on how on time it is, how thorough it is, and how well it shows an understanding of what constitutes scholarly research, as per your Term 2 Seminar Scoring Guide.

1. Introduction (approximately 1 to 1 and a half pages):

- Write a clear statement of your subject area and current topic; include two preliminary research questions about your topic that are arguable and researchable.
- Compose a one-paragraph summary of the research that you have done so far and explanation of why you are most excited about this particular topic
- In a separate paragraph, describe the aspects of your field of study as defined by the IB Extended Essay Guide, which is available on ManageBac under the “Files” Tab, that most interest you. Also include a brief description of your experience in doing the types of inquiry and/or research that IB asks of students in this field of study. **You must have read the IB Extended Essay Guide description** of your subject area in order to be able to effectively respond to these questions.
- Pose any questions about your research process that you may have at this time.

2. Sources and Reading Notes

- **Works Consulted:** In MLA format, list at least **five (5) scholarly sources** related to your topic. (For a description of acceptable sources see page 9)
- **Provide annotations for at least five** of the sources you listed. For each of your five annotations, describe how reading this source has impacted your thinking about your topic. It is not sufficient to write one general explanation of all of the sources that you have read. Rather, these annotations should show that you have thoroughly read each source and understood its value.
- As you complete the above expectations, you should be showing evidence of your ability to collect scholarly sources and understand scholarly research about your topic. Your research should show your understanding of types of, types of reference materials, types of databases, and the values and limitations of both Internet sources and print sources.

3. Research Strategy

- In writing, discuss what you have done to contact and create ongoing dialogues about your topic with: potential technical advisors; school, city, or university librarians; Eugene IHS teachers; and parents, friends or other community members. Include the names and contact information (mail, email, website, phone number) of at least three people who might be able to work with you as your technical advisor.
- Discuss what libraries, databases, or other resources you are using to find sources. How effectively are they working or not for your research?

4. Working Hypothesis/Thesis

- Given your current understanding, how would you answer each of your above research questions?

Appendix A

Using Scholarly Sources

The best research (culminating in the best paper) will be conducted in large part in a university library. There you will find **authoritative sources** that have been published in scholarly journals not available outside the library. The best practice is to photocopy or scan the articles and their citation information as you find them in the library, because you may not check out all sources, and you will need to return the sources that you do check out. Another option is to download articles in .pdf format using the library's databases. You may check out *books* from the UO Library. **If your project does not reflect scholarly research, you will not be able to earn a passing grade for the class.**

Internet sources are of varying quality and their authority should be suspect. Sites such as *Wikipedia* should be avoided, since they are not reliable. Authoritative Internet sources have the following characteristics:

- An author is named (also, pay attention to who the author is, and why s/he is a credible source)
- The article contains a date of publication.
- The article names its sources in a "references" or "works cited" section at the end.
- The article is published in an academic journal or by an institutional website, such as that of a university or scholarly association.
- The web site URL usually ends in .org, .edu., .gov., etc. (rather than .com)

Popular sources are good for providing an overview of your topic. Newspapers and magazines you could find in a bookstore, and most Internet sites are popular sources. Use them sparingly.

To ensure that you do in-depth research, create a research question that calls for the use of scholarly sources. Then use them.

While you may use any number of web sites to put your citations in the proper MLA format, you will need to be sure that the format is correct when you copy and paste the citations into your works cited page. **Be sure to alphabetize your entries, to double-space each line of your works cited page, and to indent when you have more than one line for one of your sources.**

For more detailed information on the MLA format, please consult the OWL at Purdue or the Hacker Handbook Research and Documentation in the Humanities Page online at:

<https://owl.english.purdue.edu/owl/resource/747/01/>

or

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_o.html

Appendix B

Choosing a Topic From the IB Extended Essay Guide

Your choice of topic and the framing of a research question is a crucial stage in writing an extended essay. Before deciding on a specific topic, the first step you must take is to identify a broader academic **subject area** that interests you. Keep in mind that these are general subject areas, so there are plenty of possibilities and relatively few limitations in terms of options for your topic. See below for a list of subject areas from which you can choose.

Look over the list, and think about which areas you find most interesting. Then read their descriptions in the IB Extended Essay Guide in your Managebac Account under Files/Extended Essay/Extended Essay Support or by downloading the Extended Essay Guide from the Eugene IHS Web Page. Also, consider which of these subject areas would allow you to go beyond the library to do authentic, hands-on learning, and have personal experience as part of your research. Think of areas where you can be involved or maybe do volunteer work.

Group 1 (English Language Literature/Linguistics. See IB Extended Essay Guide and your Seminar Teacher for details)

- **Group 1 Category 1: Studies of a literary work(s) originally written in the English Language**
- **Group 1 Category 2: Studies of literary work(s) originally written in the English language in comparison with work(s) originally written in another language**
- **Group 1 Category 3: Studies in language (Linguistics)**

Group 2 has to be written in another language. We do not offer this as an option in Eugene IHS

Biology

Business and Management

Chemistry

Classical Greek and Latin

Computer Science

Dance

Design Technology

Economics

Environmental Systems and Societies (Hard Science or Social Science)

Film

Geography

History

Human Rights

Information Technology in a Global Society

Literature and Performance (this is a very specific topic area. Please read the description in the guide)

Mathematics

Music

Peace and Conflict Studies

Philosophy

Physics

Politics

Psychology

This list continues onto the next page

Social and Cultural Anthropology
Sports, Exercise and Health Science
Theater Arts
Visual Arts
World Religions
World Studies

Extended Essay Handbook: Be sure check ManageBac (under the “Files” tab) for a more detailed description of each subject area, including expectations, sample topics, and sample questions.

CAS Group Project and Group Project Extended Reflection

DUE: Complete by March of your senior year, or as soon as you complete your work.

Students will participate in a **group project involving three or more individuals**. The group project should be a collaborative, well-considered series of sequential CAS experiences. The group project should

- Extend over at least one month, from planning to completion (longer projects are encouraged);
- Include one or more of the CAS strands—creativity, activity, and/or service;
- Incorporate a group of at least three people (we encourage you to work with other Eugene IHS students and to involve students from multiple IHS campuses, but this is not a requirement—you may work with non-IHS students or with a community agency, for example, if you prefer);
- Count individual strands towards the entire 150 hour requirement, e.g., for a 20 hour project, a student might count 8 hours of Creativity and 12 hours of Service, not 20 hours of each;
- Be completed any time between the beginning of the CAS program junior year and its due date in Term 2 of senior year (see senior Seminar packet for details);
- Demonstrate thoughtful commitment and meaningful engagement through the required group project reflection; through evidence such as photos, videos, flyers, etc.; and through supervisor reviews. There is no limit on hours for the group project, but students should reflect accurately and honestly on activities undertaken. The Seminar teacher will determine final value of the work.
- School pageants such as Mr. Lancer, Mr. Irish, and Mr. Axeman do not count as Group Projects.

CAS: Group Project Reflection

Add a reflection once you have created a new CAS activity for this project. Make sure this response can be found as a reflection for the group activity/project you entered on your CAS page.

To verify your completion of the group project, you must address each of the following questions. We encourage you to complete your reflection while the experience is fresh in your mind.

1. Who were the other people in your group (first and last names)?
2. What is the name of your group project?
3. How many hours did you complete? _____ Creativity _____ Activity _____ Service
4. What were the total hours of this project?

In a paragraph format, respond to the following questions in an essay of approximately 250-350 words.

- Describe both the planning and implementation of your activity/project and how it incorporated two or more elements of CAS.
- How well did your group work together? Describe what you learned about collaboration.
- What did you hope to accomplish by completing your group project? Were you successful in achieving these goals? Why or why not? What would you do differently next time?
- What significant new skills, abilities, attitudes or values did you develop as a result of completing your group project?
- How did this activity/project benefit others? How did you engage with issues of global importance via the group project?

Examples of group projects include the following...

Coaching a sports team with two other friends (action, service)

- New role: Coach
- Real task: To pass on knowledge and skills to others
- Real Consequences: People have fun, exercise and learn to play a new game

Getting a group together to teach the guitar to younger students (creativity, service)

- New role: Instrumental music teacher
- Real task: Making music together
- Real Consequences: Improved individual and group proficiency in music

Clearing a beach of oil pollution, litter and jetsam (action, service)

- New role: Environmental worker
- Real task: Cleaning up the pollution
- Real consequences: Environmental improvement

Organizing a “Walkathon” to raise money for guide dogs for people who are blind (creativity, action, service)

- New role: Organizer, walk participant, assisting people who are blind
- Real task: Planning and publicizing, walking with people who are blind, raising money
- Real consequences: People who are blind are provided with guide dogs

Identifying a cause for which to educate people and fundraise (creativity, action, service)

- New role: Charity campaigner
- Real task: Arranging collection and delivery of items and funds
- Real consequences: Practical help for people in the local and international community

Parent/Student Packet Review Verification

(Please complete in blue or black ink)

Due Date of this Form: December 14th, 2016

For the Student:

I have reviewed all materials in this Seminar packet with my parent or guardian. I understand the scope and nature of the Junior Seminar assignments, the expectations and due dates, and how I will be evaluated this trimester. I understand that Junior Seminar assignments must be completed with a passing grade in order to meet state graduation requirements.

Student's printed name: _____

Student signature: _____ Date: _____

For the Parent or Guardian:

I have reviewed all of the Junior Seminar assignments outlined in this packet with my student. I understand the scope and nature of the work, the expectations and deadlines, and the criteria for evaluation, and that these assignments must be completed with a passing grade in order to meet state graduation requirements

Parent or Guardian's printed name: _____

Parent/Guardian Signature: _____ Date: _____