

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Passage Presentation Planning Packet**

It's time! Your written pieces are done (or nearly so) and we need to prepare for your oral presentation! This planning packet is to HELP YOU GET YOUR IDEAS DOWN. From here you will develop a script that will be read at your passage presentation. There are three parts: metaphor, mission ready, and high quality work.

Work through each section of this packet a little bit each day. This is not the kind of presentation you can simply do from the top of your head. Refer to the rubric on the last page to see how exactly you are being scored.

### **PART ONE: Metaphor**

Select a metaphor that reflects your journey as a student at GCCS. This metaphor will be your introduction to the oral presentation portion and should be woven throughout the presentation.

Brainstorm possible metaphors that could be used for your experience at GCCS in the graphic organizer below:

Metaphor idea #1:

Metaphor idea #2:

Metaphor idea #3:

Now choose one metaphor that you think you will be able to develop as part of your script.

<i>My time at GCCS has been a _____.</i>	
Connections to School/ world (concrete)	Metaphor connection (figurative) and why
Friends	
Family	
Teachers	
Expeditions/ Field Work	
Character Traits/ Design Principles	

## PART TWO: Mission Ready

Read the school's mission statement below, focusing on the bold text.

The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity, and community responsibility. Our local history-based and globally-connected program immerses our diverse population of children in investigation and discovery, extensively using the cultural and natural resources of our community. ***We nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers, and skilled problem solvers, enabling them to reach exemplary standards.***

How are you going to demonstrate that you are "mission ready" and prepared to move on from GCCS? Use the organizer below to guide your thinking as you develop a script. The bullet questions are suggestions to help you frame your presentation of ideas and work samples. Ideally, you will have two pieces for each connection, one from K-3, another from 4-6 (this also shows growth over time).

Mission connection	Possible work to support it
<p><b>Reflective Questioner</b> Reflection is a cornerstone of work at GCCS. Whether in writing or speaking, thinking about the work helps us make connections and to ourselves and others.</p> <ul style="list-style-type: none"><li>• How did you use reflection as a way of understanding yourself and the world around you?</li><li>• What evidence do you have that reflection has deepened your self awareness?</li></ul>	<p>Leadership journals Weekly reflections End of expedition reflections Math menus Passage pieces (process - not physical copy)</p>
<p><b>Articulate Communicator</b> Being able to communicate ideas is a valuable skill in school and beyond. It also requires listening and an ability to know your audience.</p> <ul style="list-style-type: none"><li>• What are some ideas you have had to communicate to an audience?</li><li>• What are some ways you have communicated them?</li><li>• What strengths and challenges do you identify in your communication style?</li></ul>	<p>Essays around expedition content Final products Arts pieces</p>

<p><b>Critical Thinker</b>  Critical thinking means making reasoned judgments that are logical and well-thought out. It means being open to new perspectives, drawing new conclusions and revising ideas as new evidence presents itself.</p> <ul style="list-style-type: none"> <li>• What is an example of a time you had to revise an idea because you were wrong? How did you know you were wrong?</li> <li>• How did working in a crew or listening to a competing or new idea help you better understand a topic?</li> <li>• Why is it important to challenge your own assumptions and ideas in your work?</li> </ul>	<p>Expedition work  Final products  Math problems/ math menus  Group projects</p>
<p><b>Skilled Problem Solver</b>  Good problem solvers use both habits of heart and mind when trying to find an answer. They use logic (mind) and intuition/ feeling (heart) to see the big picture and try a variety of strategies to complete a task.</p> <ul style="list-style-type: none"> <li>• When was a time you needed to grapple with a problem? How was it resolved?</li> <li>• Why is it important to be a “flexible thinker” and try different strategies?</li> <li>• What was a celebration you’d like to share as a skilled problem solver?</li> </ul>	<p>Expedition work  Final products  Math problems/ math menus  Social/ peer problem solving</p>

### PART THREE: High Quality Work

Select and celebrate a piece of work that you think represents your personal best, high-quality student work. The work sample should demonstrate complexity, craftsmanship, and authenticity. Be sure to explain the process you went through to make this high quality work.

Complexity	Craftsmanship	Authenticity
<ul style="list-style-type: none"> <li>● Evidence of higher-order thinking/ writing/ performing</li> <li>● May use multiple perspectives</li> <li>● Challenges students to evaluate, apply, create</li> <li>● Connects to “big ideas”</li> </ul>	<ul style="list-style-type: none"> <li>● Attention to accuracy, detail and beauty in the piece.</li> <li>● Evidence of revision and use of feedback</li> <li>● Skills of the discipline are evident</li> </ul>	<ul style="list-style-type: none"> <li>● Uses a real-world format</li> <li>● Connects to community or global issue</li> <li>● Provides purpose/ connected to learning</li> <li>● Serves an outside audience</li> </ul>

What piece have you selected to showcase HQW?

Elements of HQW	Select <u>two</u> descriptors from each row on the left and how they connect to the piece you selected.
<p><b>Complexity</b></p> <ul style="list-style-type: none"> <li>● Evidence of higher-order thinking/ writing/ performing</li> <li>● May use multiple perspectives</li> <li>● Challenges students to evaluate, apply, create</li> <li>● Connects to “big ideas”</li> </ul>	
<p><b>Craftsmanship</b></p> <ul style="list-style-type: none"> <li>● Attention to accuracy, detail and beauty in the piece.</li> <li>● Evidence of revision and use of feedback</li> <li>● Skills of the discipline are evident</li> </ul>	
<p><b>Authenticity</b></p> <ul style="list-style-type: none"> <li>● Uses a real-world format</li> <li>● Connects to community or global issue</li> <li>● Provides purpose/ connected to learning</li> <li>● Serves an outside audience</li> </ul>	