

PROJECT OVERVIEW PART 1: DEFINE

Name of Project:	The Cay	Duration: 3 weeks
Subject/Course:	ELA	Grade Level: 6
Other subject areas to be included:	Social Studies & Geography	

Project Idea
Summary of the challenge, investigation, scenario, problem, or issue:

Students will read the book *The Cay*. Students will discuss the setting of the book in relation to events of the time and the effects of the environment. Students will be able to discuss the difficulties of adapting to the loss of eye sight. Friendship, tolerance, stereotypes, and prejudice will be discussed along with strategies to address these issues

Driving Question

How to overcome bias and stereotyping?

Content and Skills Standards to be addressed:

NYS ELA Learning Standards: 2. Language for Literary Response and Expression; 3. Language for Critical Analysis and Evaluation; 4. Language for Social Interaction

		T+A	E			T+A	E
21st Century Skills to be explicitly taught and assessed (T+A) or that will be encouraged (E) by project work, but not taught or	Collaboration	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Problem Solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
	Other:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

Culminating Products & Performances	Group:	Talk Show: Interview Phillip and discuss the difficulties challenges physically and emotional; +	Presentation Audience: <input checked="" type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Web <input type="checkbox"/> Other: _____
	Individual:	Paper and Powerpoint a. Write a paper and create Power Point presentation about prejudice and bias. b. Use specific information from the text to illustrate the issue. c. Use other events in history to explain prejudice and bias.	

PROJECT OVERVIEW PART 2: DESIGN

“Grabber” to launch inquiry & generate interest:	Survivail Activity: LOST AT SEA				
	What is prejudice? What is bias? What Are Stereotypes? Describe yourself! What are the differences between you and others? Why might people not get along with you or someone else or refuse to try to be friends?				
Assessments	Formative Assessments (Checkpoints During Project)	Quizzes/Tests	<input checked="" type="checkbox"/>	Practice Presentations	<input type="checkbox"/>
		Journal/Learning Log	<input checked="" type="checkbox"/>	Notes	<input type="checkbox"/>
		Preliminary Plans/Outlines/Prototypes	<input type="checkbox"/>	Checklists	<input type="checkbox"/>
		Rough Drafts	<input type="checkbox"/>	Concept Maps	<input type="checkbox"/>
		Online Tests/Exams	<input checked="" type="checkbox"/>	Other:	<input type="checkbox"/>
	Summative Assessments (End of Project)	Written Product(s), with rubric: <u>Paper & Power Point Presentation</u>	<input checked="" type="checkbox"/>	Other Product(s) or Performance(s), with rubric: <u>Talk Show/ Video/Skit and Colboration Rubric</u>	<input checked="" type="checkbox"/>
		Oral Presentation, with rubric	<input checked="" type="checkbox"/>	Peer Evaluation	<input checked="" type="checkbox"/>
		Multiple Choice/Short Answer Test	<input type="checkbox"/>	Self-Evaluation	<input checked="" type="checkbox"/>
		Essay Test	<input type="checkbox"/>	Other:	<input type="checkbox"/>
	Debriefing Methods	<i>(Individual, Group, and/or Whole Class)</i>	Journal/Learning Log	<input checked="" type="checkbox"/>	Focus Group
Whole-Class Discussion			<input checked="" type="checkbox"/>	Fishbowl Discussion	<input checked="" type="checkbox"/>
Survey			<input type="checkbox"/>	Other: Daily Comprehension Discussions	<input checked="" type="checkbox"/>
Resources Needed	On-site people, facilities:	Media Specialist, computer lab as needed			
	Equipment:	Access to computers for (power point, iMovie, word processing etc.), video equipment and green screen			
	Materials:	Media Center materials			
	Community resources:				

PROJECT TEACHING AND LEARNING GUIDE

Project:	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
PowerPoint skills	<ul style="list-style-type: none"> ➔ • Powerpoint Presentations • Slides, actions, buttons • Backgrounds and font styles, why the choices are important
Research Skills	<ul style="list-style-type: none"> ➔ • Use of the internet to find information, evaluating sites • Using Encyclopedias & Magazines • Use of texts and books (using the index to narrow search)
Presenation Skills	<ul style="list-style-type: none"> ➔ • Model presentation skills by teacher • Presentation Rubric
Report Writing	<ul style="list-style-type: none"> ➔ • Rubric • Processes writing • Teacher/Student and Peer/Peer conferences
iMovie	<ul style="list-style-type: none"> ➔ • Use of the video camera • Downloading and editing the footage • Adding effects and titles
	➔
	➔

PROJECT CALENDAR

Project: The Cay

Start Date:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

LOST AT SEA-independent
LOST AT SEA group &
fishbowl
Read and discuss Chapter 1

Daily Reaction Log: students
will write in a log, reactions to
what daily reading (not a
summary) and relate to self.
Reactions about conflict,
stereotyping, prejudice etc.

Time period discussion
World War II

Chapter 1 Quiz

Read and Discuss Chapter 2
as a class

Daily Reaction Log

Chapter 2 Quiz

Read and Discuss Chapter 3
in small groups.

Fishbowl discussion as
needed

Prejudice: What is the
conflict between Timothy and
Phillip? Daily Reaction Log

Chapter 3 Quiz

Read and discuss in groups

Chapter 4

Write a letter to Phillip's
parents from Phillip's POV

Daily Reaction Log

Chapter 4 Quiz

Read and discuss in groups
Chapters 5 & 6

Blind activity- students give a
blindfolded student oral
directions to maneuver
through the classroom

Daily Reaction Log

PROJECT WEEK TWO

Chapters 5 & 6 Quiz

Read and discuss in groups
Chapters 7 & 8

Location/Maps: Where are
Phillip and Timothy?
Positives and negatives
related to the area

Daily Reaction Log

Chapters 7 & 8 Quiz

Read and discuss in groups
Chapters 9 & 10

Friendship: conflict between
Phillip and Timothy

Daily Reaction Log

Chapters 9 & 10 Quiz

Read and discuss in groups
Chapters 11 & 12

Daily Reaction Log

Chapters 11 & 12 Quiz

Read and discuss in groups
Chapter 13 & 14

"Are you still black?"

Daily Reaction Log

Chapters 13 & 14 Quiz

Read and discuss in groups
Chapters 15 & 16

Introduction to final projects
Student choice, project and
teams

Daily Reaction Log

PROJECT WEEK THREE

Chapters 15 & 16 quiz
Chapter 17 & 18

Presentation mini Lesson

Final Project Work Time

Daily Reaction Log

Chapter 17 & 18
Chapter 19

Power Point Mini lesson

Final Project work Time

Daily Reaction Log

Final Project Work Time

Final Project Presentations
Peer evaluations

Final Project Presentations
Peer evaluations
Self Evaluations

The Cay By: Theodore Taylor

Comprehension Questions: Answer the following questions in complete sentences. Echo the question when possible! Avoid starting your answers with pronouns.

Chapter 1 • Pages 9-17

1. What is the setting (time and place)?
2. Why did Phillip and the people of Curacao fear for their safety even though the major events of World War II were taking place in Europe and the South Pacific?
3. Why were the islands of Aruba and Curacao in potential danger of German attack?
4. On the day of the U-boat sighting, what actions revealed that Phillip was not worried about his safety?
5. How did Phillip's parents disagree about living in Curacao?
6. Where did Phillip and his parents live before Curacao? Why did they move to Curacao?

Chapter 2 • Pages 18-27

1. Why did Mrs. Enright decide to leave Curacao with Phillip?
2. Do you think that they really had to leave, of that Phillip's mom was looking for an excuse to leave?
3. Why didn't Phillip want to leave Curacao?

Chapter 3 • Pages 28-38

1. How did Phillip and his mother become separated as they were leaving the burning ship?
2. What were Phillip's first reactions when he discovered he had been shipwrecked on a raft with a black man?
3. Why did Phillip have negative feelings toward Timothy even though he was trying to be helpful and offer consolation?

Chapter 4 • Pages 39-46

1. Timothy and Phillip have a conversation about where Timothy is from. Where and why does Phillip think Timothy is from?
2. What happens to Phillip's eyesight? Why?
3. How did Timothy comfort Phillip when he displayed terror over his blindness?
4. What did Timothy's words tell about his ability to sympathize Phillip's fear?

Chapters 5 & 6 • Pages 47-55

1. Why did Timothy burn cloth to make a torch?
2. Why did Timothy warn Phillip not to put his hands in the water?
3. In what ways is Timothy becoming Phillip's eyes?
4. Why did Timothy become angry with Phillip?
5. How did Timothy and Phillip disagree over the island?

Chapter 7 & 8 • Pages 56-72

1. Where are Timothy and Phillip?
2. Timothy toured their new location, describe what he finds.
3. Phillip is dependent on Timothy, give one example of how Phillip shows this.
4. Why does Phillip feel that Timothy is holding something back?
5. Why is the location of the island bad?
6. What was there to celebrate? How did Timothy and Phillip celebrate?
7. What was the rescue plan?
8. Do you think Timothy and Phillip will be rescued?
9. Why did Phillip call Timothy a stupid old man?
10. Why was Phillip afraid to be alone?
11. What did Phillip learn about Timothy?
12. What did you learn about Phillip and his treatment of Timothy?

Chapter 9 • Pages 73-76

1. Why did Timothy strike Phillip?
2. Why did Phillip begin to feel different about Timothy?
3. How does Phillip show Timothy he wants to be friends?
4. Do you think Timothy hitting Phillip helped them become friends? Why?

Chapter 10 • Pages 77-82

1. When it rains, why is Phillip happy? Why is Timothy angry?
2. Why does Timothy change the subject when Phillip asks about his eyes?
3. What was Timothy and Phillips diet on the island?
4. What do you think Timothy was saying about the coconuts?
5. What has changed about Phillip?

Chapters 11 & 12 • Pages 79-92

1. How is Phillip becoming independent?
2. What did Timothy do to encourage Phillip's independence?
3. What changes in Chapter 11 that is the opposite of what has been happening?
4. What did Timothy do as an attempt to change their luck?
5. What happens to Timothy in chapter 12?
6. How does Phillip show his increased self-sufficiency?

Chapters 13 & 14 • Pages 93-105

1. How can Phillip & Timothy tell what the date is?
2. How does fishing differ for Phillip and Timothy?
3. Why did Phillip climb the tree?
4. Why does Phillip's mental picture of Timothy change?
5. What do you think Phillip meant when he said, "Are you still black?"
6. What is the first sign that told Timothy a storm is approaching?
7. What is done to prepare for the storm?
8. Timothy and Phillip have a large dinner? What do they have and why?

Chapter 15 & 16 • Pages 106-119

1. Describe the storm.
2. What sacrifice does Timothy make on Phillip's behave **during** the storm?
3. What two things does Phillip find when he awakes after the storm?
4. What is the first thing Phillip does after the storm?
5. How have Phillip's chores changed?
6. Was Phillip prepared to be alone? Explain your answer.

Chapter 17 & 18 • Pages 127-138

1. What does Phillip do that Timothy told him to never do?
2. What are the results of Phillip failing to listen to the Timothy's warnings?
3. Why was Phillip more depressed than ever before when the plane passes over the island?
4. Phillip adds something to the rescue fire, what and why?
5. How does Phillip light the fire?
6. Do you think Phillip made a good decision or a bad one in how he decided to light the fire?
7. Do you think Phillip will be rescued or perish on the island? Why?

LOST AT SEA INDIVIDUAL WORKSHEET

Name: _____ Group Number: _____

Instructions: You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.

Following is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars. The raft is large enough to carry yourself, the crew, and all the items in the following list. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills.

Your task is to rank the fifteen items that follow in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

- Sextant
- Shaving mirror
- Five-gallon can of water
- Mosquito netting
- One case of U.S. Army C rations
- Maps of the Pacific Ocean
- Seat cushion (Flotation device approved by the Coast Guard)
- Two-gallon can of oil-gas mixture
- Small transistor radio
- Shark repellent
- Twenty square feet of opaque plastic
- One quart of 160-proof Puerto Rican rum
- Fifteen feet of nylon rope
- Two boxes of chocolate bars
- Fishing kit

Final Projects

The Cay

Team Project

Talk show (iMovie)

- a. Phillip returns and is interviewed! A three to five minute interview about the cay and the challenges Phillip had to overcome (physical and emotional).
- b. Include the question “Are you still black?”
- c. Interviewer must ask Phillip to give advice to children about getting along with others and prejudice.
- d. Collaboration Rubric and Video/Skit Rubric

Independent project

Paper & Power Point

- a. Write a paper and create Power Point presentation about prejudice and bias.
- b. Use specific information from the text to illustrate the issue.
- c. Use other events in history to explain prejudice and bias.
- d. Give an example from your own life to show how you overcame a bias, stereotype, or prejudice.
- e. Power Point Rubric & Paper Rubric

Essay Content	Unsatisfactory (D/F)	Proficient (B/C)	Advanced (A)
100 points: Written Communication			
Introduction and Title	Insufficient introduction to locate reader. No title. Topic and direction are unclear or fails to sufficiently outline direction for reader.	Introduction gives sufficient background to locate reader. Title is adequate. Topic is stated and outlines direction for reader.	Creative introduction and title. Topic is clearly, concisely stated and gives audience an interesting approach to your research paper.
	4 5 6	7 8 9	10
Support; Details; Examples; Quotations	Few details or facts to support ideas; makes general statements with little or no support, irrelevant information.	Uses some facts and examples to support ideas. Asserts a point of view and uses evidence to back it up.	Uses a variety of specific and relevant information and facts to support ideas, which are specific and well stated.
	10 13 15	16 18 20 22	23 24 25
Paper as a whole	An essay addresses some aspects of the topic and has limited organization, provides limited or irrelevant information. May have inadequate control of sentence structure with limitations in word choice.	Essay addresses the topic adequately, is organized and elaborates with purpose and some degree of specificity. Has adequate control of sentence structure with appropriate use of language and word choice.	Essay addresses the topic thoughtfully and is coherently organized. Has exceptional control of sentence structure with precise and appropriate use of language and word choice.
	10 15 20 23	24 25 26 27 28 29 30	31 32 33 34 35
Grammar; Punctuation; Spelling; Word choice; Vocabulary use	Many errors in grammar, punctuation, spelling and word choice; vocabulary is repetitive; errors cause confusion for reader. Incorrect use of the possessive.	Occasional errors in grammar, punctuation, spelling and word choice; vocabulary is varied; errors do not cause confusion.	Virtually free of grammar, punctuation, and spelling errors; correct word choice; vocabulary is varied and sophisticated.
30 Points English Content	10 13 15	16 17 18 19	20 22 24
Resources	Sources are limited and provide general information. Some sources may be irrelevant.	Sources are adequate and appropriate. Includes the required number of sources. Information is reputable.	Sources are adequate and appropriate. Includes the more than the required number of sources. Does not include false information.
	11 13 15	16 17 19 21	22 24 26

Jeopardy Game	Unsatisfactory (D/F)	Proficient (B/C)	Advanced (A)
30 points: Language Arts			
Support; Details; Examples; Quotations	Few details or examples to the text; makes general statements with little or no support, quotations are irrelevant Vocabulary words/definitions are used.	Uses some details and examples to support ideas. Uses text based information to create questions	Uses a variety of specific and relevant details and examples to support questions, which are specific and well written
	5-6-7-8-9-10	11-12-13	14-15
Games as a whole	Games includes some aspects of the ext and has limited organization, provides limited or irrelevant evidence. May have inadequate control of sentence structure with limitations in word choice.	Game addresses the themes in the text adequately, is organized and elaborates with purpose and some degree of specificity. Has adequate control of sentence structure with appropriate use of language and word choice.	Game addresses the topic thoughtfully and is coherently organized. Has exceptional control of sentence structure with precise and appropriate use of language and word choice.
	5-6-7-8-9-10	11-12-13	14-15
20 points written communication			
Grammar; Punctuation; Spelling; Word choice; Vocabulary use	Many errors in grammar, punctuation, spelling and word choice; vocabulary is repetitive; errors cause confusion for reader. Incorrect use of the possessive.	Occasional errors in grammar, punctuation, spelling and word choice; vocabulary is varied; errors do not cause confusion.	Virtually free of grammar, punctuation, and spelling errors; correct word choice; vocabulary is varied and sophisticated.
	1-2-3-4-5-6-7-8-9	10-11-12-13	14-15
In-text Notation and Quotations	Incorrect in-text notations or omission of in-text notations	Relevant and sufficient in-text notation to ground reader. Quotes are correctly introduced and do not merely repeat the author's claims.	In text notation adds to the essay, giving specific evidence to support and elaborate claims. Quotes are correctly introduced and add to the reader's understanding of the subject.
	1-2-3	4	5

PRESENTERS: _____

PROJECT: _____

EVALUATOR: _____

DATE: _____

VIDEO/SKIT SCORING RUBRIC

CRITERIA	WEIGHT	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Structure and Organization or Narrative Introduction Main ideas Conclusion Length requirement	25%	<ul style="list-style-type: none"> Opening scene or speech does not establish mood and setting. Narrative doesn't follow logical progression Narrative/plot has no clear structure Time requirement not met Skit/video/film does not include all required curricular components 0 ----- 9 ----- 19	<ul style="list-style-type: none"> Opening scene or speech establishes mood and setting. Narrative follows logical progression with rising action leading to climactic moment. Narrative/plot has clearly defined structure Time requirement met Skit/video/film includes all required curricular components Must have a title and credits 20 ----- 21 ----- 22	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Clever, attention getting introduction Dialogue/events/scenes make reference to earlier scenes or dialogue, or make reference to other works Conclusion clearly delivers the message of author(s) and performer(s) 23 ----- 24 ----- 25
Dialogue Rate and Volume of Speech Pitch, Articulation and Pronunciation	20%	<ul style="list-style-type: none"> Performer(s) is hard to hear or understand Voice or tone distracts from purpose Excessive use of verbal fillers No memorization of lines Accent or dialect is inappropriate 0 ----- 6 ----- 12	<ul style="list-style-type: none"> Performer(s) is easy to hear and understand Tone matches intent Voice sounds natural, neither patterned nor monotone Performer(s) pronounces words clearly, correctly and without verbal fillers Performer(s) memorize majority of lines 14 ----- 15 ----- 17	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Performer(s) is enjoyable to hear; uses expression and emphasis or accent/dialect Performer(s) use voice to create an emotional response in audience Performer(s) memorize all lines 18 ----- 19 ----- 20
Physical Characteristics Eye Contact, Posture, Gestures, Movement,	15%	<ul style="list-style-type: none"> Little eye contact with audience (or camera, as required) or with other performers Posture uncharacteristic Movements aren't natural to character 0 ----- 5 ----- 8	<ul style="list-style-type: none"> Strong eye contact with entire audience (or camera, as required) and with other performers Posture conveys character Gestures and movements are natural 9 ----- 11 ----- 12	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Posture is commanding and purposeful Physical expression is used effectively Action, characters framed effectively 13 ----- 14 ----- 15
Audience Response Provokes laughter (appropriate), discussion, emotion, conversation,	20%	<ul style="list-style-type: none"> Audience appears bored Audience shows little or no engagement or enthusiasm Audience doesn't ask questions or make comments 0 ----- 6 ----- 12	<ul style="list-style-type: none"> Audience demonstrates engagement by appropriate applause, laughter, and vocalization Audience indicates through questions and comments that it understood intent and purpose of film/video/skit Audience demonstrates through questions and comments that the film/video/skit provoked thoughtful reaction 14 ----- 15 ----- 17	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Skit/video/film provokes class-wide discussion Skit/video/film causes students to express change of opinion or a deeper understanding Video/film is entered in contest or used for promotional purposes 18 ----- 19 ----- 20
Technical Features Audio, Credits, Captions, Focus, Lighting, Editing, Camerawork, etc.	20%	<ul style="list-style-type: none"> Sound levels (including music) do not allow audience to clearly hear dialogue Sound or visual effects distract audience Editing transitions aren't smooth Titles/scrolls/credits overlays are illegible Lighting is too dark, too bright or inconsistent Camerawork is not steady and/or out of focus Sets/costumes/props are inappropriate or missing 0 ----- 6 ----- 12	<ul style="list-style-type: none"> Sound levels allow audience to clearly hear dialogue Sound, lighting and special effects enhance purpose of film/video/skit Editing transitions are smooth Titles/scrolls/credits overlays are easy to read Camerawork is steady and in focus Sets/costumes/props match theme, content and topic of video/skit/movie 14 ----- 15 ----- 17	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> Includes technically advanced transitions (fade in, fade out, wipes, etc.) or effects Sound is edited to synchronize with each scene Multiple camera angles or multiple cameras Edits enhance meaning and intent Location(s) enhance purpose Sets,/costumes/props show careful design Compressed and Web-enabled 18 ----- 19 ----- 20

Note: Production must contain appropriate gestures, costumes, images or language as defined by district and state standards

PEER COLLABORATION AND TEAMWORK RUBRIC

NAME OF PERSON BEING EVALUATED _____

CRITERIA	WEIGHT	UNSATISFACTORY	PROFICIENT	ADVANCED
LEADERSHIP AND INITIATIVE	25%	Group member played a passive role, generating few new ideas; tended to only do what they were told to do by others, or did not seek help when needed. 0 ----- 5 ----- 15	Group member played an active role in generating new ideas, took initiative in getting tasks organized and completed and sought help when needed. 17 ----- 19 ----- 21	In addition to the "Acceptable" qualities, the group member provided leadership to the group by thoughtfully organizing and dividing the work, checking on progress, or providing focus and direction for the project. 23 ----- 24 ----- 25
		EXAMPLE:		
FACILITATION AND SUPPORT	25%	Group member seemed unable or unwilling to help others, made non-constructive criticisms toward the project or other group members or was distracted other members. 0 ----- 5 ----- 15	Group member demonstrated willingness to help other group members when asked, actively listened to the ideas of others, and helped create a positive work environment. 17 ----- 19 ----- 21	In addition to the "Acceptable" qualities, the group member would actively checked with others to understand how each member was progressing and how he or she may be of help. 23 ----- 24 ----- 25
		EXAMPLE:		
CONTRIBUTIONS AND WORK ETHIC	50%	Group member was often off task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard but on relatively unimportant parts of the project. 0 ----- 15 ----- 30	Group member was prepared to work each day, met due dates by completing assignments/duties, and worked hard on the project a most of the time. If absent, other group members knew the reason and progress was not significantly impeded. 34 ----- 38 ----- 42	In addition to the "Acceptable" qualities, the group member made up for work left undone by other group members, demonstrated willingness to spend significant time outside of class/school to complete the project. 44 ----- 46 ----- 50
		EXAMPLE:		
PROJECT INFORMATION PROJECT NAME: _____ COURSE: _____ EVALUATOR: _____ DATE: / /			ADDITIONAL COMMENTS: 	

POWER POINT	UNSATISFACTORY	PROFICIENT	ADVANCED
<p>Product Development</p> <p><input type="checkbox"/> No Evidence</p>	<p>Use of only one or two slide types</p> <p>Overuse of text</p> <p>Complicated or unrelated background choices-multiple backgrounds detracting from overall uniformity of product</p>	<p>Create a presentation from a template and/or wizard</p> <p>Use of multiple slide types from the Slide Layout dialog box</p> <p>Create a new presentation from existing slides</p> <p>Amount of text sufficient to convey desired message</p> <p>Apply a design template</p>	<p>Use of Master Slide Function</p> <p>Creation of custom slide layouts: Insert header and footer Addition of text box Addition of Drawing elements Insert hyperlink</p> <p>Use of text and related elements to convey information in a professional manner</p> <p>Create a custom background</p>
<p>Formatting and Modification</p> <p><input type="checkbox"/> No Evidence</p> <p style="text-align: center;">PLAGIERISM AND/OR ACADEMIC DISHONESTY = 0 POINTS</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Minimal or no graphic support for presentation</p> <p>Minimal or no text formatting changes – use of default fonts</p> <p>Basic table use with no formatting changes or equations when applicable</p> <p>Numbers and bullets inserted manually</p> <p>Speakers notes not in evidence</p> <p>Minimal or no use of slide transitions and/or animation of text and objects</p>	<p>Add a picture from the ClipArt gallery</p> <p>Add and group shapes using WordArt or the Drawing Toolbar</p> <p>Apply formatting Font changes Size Style</p> <p>Create tables within PowerPoint: Addition and deletion of rows/columns Merge and delete cells Basic equations when applicable</p> <p>Add AutoNumber bullets</p> <p>Add speakers notes</p> <p>Good use of basic slide transition and animation options</p>	<p>Scale and size an object including ClipArt</p> <p>Add text to a graphic object using a text box Rotate and fill an object</p> <p>Addition of appropriate graphics from other sources, i.e., internet</p> <p>Additional font formatting: Color Effects</p> <p>Tables (in addition to PROFICIENT requirements): Customize shading and borders Import information from other programs Rotation of text within table</p> <p>Add graphical bullets</p> <p>Speakers notes demonstrating appropriate content for presentation</p> <p>Slide transitions and animations including: Timings Sound Video Hyperlinks</p>
<p>Presentation/Navigation</p> <p><input type="checkbox"/> No Evidence</p>	<p>Inability to navigate easily within a presentation</p> <p>Overuse of animation effects</p> <p>Print presentation as slides only</p>	<p>Ability to navigate forward and backward easily within a presentation using: Mouse Keyboard shortcuts Arrow Keys</p> <p>Animation and transitions used to enhance and no detract from information delivery</p> <p>Print slides in a variety of formats: Slides Handouts Note Pages Outline View</p>	<p>In addition to PROFICIENT requirements, ability to navigate using</p> <p>Action Buttons On-screen navigational tools The Pen option</p> <p>Presentation flows smoothly, professionally and in a timely fashion</p> <p>Print: audience handouts/choose number of thumbnails per page speaker notes in a specified format overhead transparencies</p>

Skill Sets	Activities
<input type="checkbox"/> Creating a presentation	<input type="checkbox"/> Delete slides <input type="checkbox"/> Create a specified type of slide <input type="checkbox"/> Create a presentation from a template and/or a Wizard <input type="checkbox"/> Navigate among difference views (slide, outline, sorter, tri-pane) <input type="checkbox"/> Create a new presentation from existing slides <input type="checkbox"/> Copy a slide from one presentation into another <input type="checkbox"/> Insert headers and footers <input type="checkbox"/> Create a Blank presentation <input type="checkbox"/> Create a presentation using the AutoContent Wizard
<input type="checkbox"/> Modifying a presentation	<input type="checkbox"/> Send a presentation via e-mail <input type="checkbox"/> Change the order of slides using the Slide Sorter view <input type="checkbox"/> Find and replace text <input type="checkbox"/> Change the layout for one or more slides <input type="checkbox"/> Modify the Slide Master <input type="checkbox"/> Modify slide sequence in the outline pane <input type="checkbox"/> Apply a design template
<input type="checkbox"/> Working with text	<input type="checkbox"/> Check spelling <input type="checkbox"/> Change and replace text fonts (individual slide and entire presentation) <input type="checkbox"/> Enter text in tri-pane view <input type="checkbox"/> Import Text from Word <input type="checkbox"/> Change the text alignment <input type="checkbox"/> Create a text box for entering text <input type="checkbox"/> Use the Wrap text in TextBox feature <input type="checkbox"/> Use the Office Clipboard <input type="checkbox"/> Use the Format Painter <input type="checkbox"/> Promote and Demote text in the slide and outline panes
<input type="checkbox"/> Working with visual elements	<input type="checkbox"/> Add a picture from the ClipArt gallery <input type="checkbox"/> Add and group shapes using WordArt or the Drawing toolbar <input type="checkbox"/> Apply formatting <input type="checkbox"/> Add text to a graphic object including ClipArt <input type="checkbox"/> Create tables within PowerPoint <input type="checkbox"/> Rotate and fill an object
<input type="checkbox"/> Customizing a presentation	<input type="checkbox"/> Add AutoNumbering bullets <input type="checkbox"/> Add speaker notes <input type="checkbox"/> Add graphical bullets <input type="checkbox"/> Add slide transitions <input type="checkbox"/> Animate text and objects
<input type="checkbox"/> Create output	<input type="checkbox"/> Preview presentation in black and white <input type="checkbox"/> Print slides in a variety of formats <input type="checkbox"/> Print audience handouts <input type="checkbox"/> Print speaker notes in a specified format
<input type="checkbox"/> Delivering a presentation	<input type="checkbox"/> Start a slide show on any slide <input type="checkbox"/> Use on screen navigation tools <input type="checkbox"/> Print a slide as an overhead transparency <input type="checkbox"/> Use the pen during a presentation
<input type="checkbox"/> Managing files	<input type="checkbox"/> Save changes to a presentation <input type="checkbox"/> Save as a new presentation <input type="checkbox"/> Publish a presentation to the Web <input type="checkbox"/> Use Office Assistant <input type="checkbox"/> Insert hyperlink