**Task Description:** Social Activist Dr. Martin Luther King Jr. once proclaimed, **“Our lives begin to end the day we become silent about things that matter.”** Take a second to think about the things that matter to you. In our ever-changing, socially conscious world, it’s important now, more than ever, to find your voice. After completing the Maine MOOSE module of your choice, you are to select a topic of importance or relevance to you personally. It can be a topic covered in one of the MOOSE modules or any other teacher-approved topic.

Consider this question: *How can I advocate for the things that matter to me in a way that helps others?*

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| **Maine MOOSE Topics** | **Other Topics** |
| * [Women’s Suffrage](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/394/women's-suffrage) * [Black Lives Matter](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/395/black-lives-matter-(blm)) * [LGBTQIA+](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/396/lgbtqia%2B) * [#MeToo](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/397/%23metoo-movement) | * Animal Rights * Socio-Economic Rights * Child Labor Laws * Indigenous Rights * Conservation * Mental Health * Gender Equality * Immigrant Rights |

The intent of this project is for you to have an impact on your world. Here are some additional key things to think about:

* What is a key *issue* of importance or relevance to you?
* What *impact* could you as an individual make on this issue?
* What action *items* do you need to complete to accomplish this?
* What *resistance* might you face?

NOTE: This approach aligns to and lists the Common Core State Standards for English Language Arts. ELA standards included in MOOSE are the [updated Maine Learning Results for English Language Arts](https://www.maine.gov/doe/learning/content/ela/standards).

You will choose how to share your voice from a variety of options, including:

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| **Format** | **Unique Requirements** | **Rubric(s) to Follow** |
| Research Paper with Images | - Follow format outlined by teacher | **TRACK 2**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **WRITING INFORMATIVE TEXTS** |
| Brochure | -Includes Images  -Makes strategic use of format, text, fonts, etc. | **TRACK 2**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **WRITING INFORMATIVE TEXTS** |
| Pechakucha (“Chit-Chat”) Slide Show | -Follows traditional format (see <https://www.pechakucha.com/>)  -Screencast or live performance that demonstrates familiarity with topic  -At least 10 self-generated images and 10 preexisting images | **TRACK 1**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **SPEAKING AND LISTENING: PRESENTATION** |
| Podcast | -Pre-recorded  -Must include an interview (with someone from community or scripted)  -Must follow traditional podcast structure  -5 mins minimum/15 mins maximum | **TRACK 1**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **SPEAKING AND LISTENING: PRESENTATION** |
| TED Talk | -Pre-recorded presentation focusing on the speaker  -Demonstrates expertise and familiarity with topic  -Tells a story to connect to engagement topic  -5 mins minimum/15 mins maximum | **TRACK 1**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **SPEAKING AND LISTENING: PRESENTATION** |
| Documentary | -Recorded  -Uses original footage  -Utilizes voiceovers and interviews (real or scripted)  -Includes images  -5 mins minimum/15 mins maximum | **TRACK 1**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **SPEAKING AND LISTENING PRESENTATION** |
| Americans Who Tell the Truth Portrait | - Focuses on an individual  -Creates original artwork depicting person and includes a quote  -Writes a biography  -Includes ways student will mimic advocacy | **TRACK 2**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **WRITING INFORMATIVE TEXTS** |
| Children’s Book w/ Recording | - Must break complex issue into age appropriate language/illustrations  -Must communicate with grade-level teacher as one source  -Illustrations must be self-generated  -# of pages should be determined by communication with grade-level teacher | **TRACK 1**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **SPEAKING AND LISTENING PRESENTATION** |
| Song with Recorded or Live Performance | -Original lyrics  -Can use existing instrumental/song  -Must be recorded or performed | **TRACK 1**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. **SPEAKING AND LISTENING PRESENTATION** |
| Other (if approved by teacher) | -Create plan with teacher | **TRACK DETERMINED BY TEACHER**   1. **WRITING RESEARCH** 2. **WRITING PROCESS** 3. *Other standards will be determined based on format* |

**WRITING RESEARCH: ALL STUDENTS**

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| **Performance Indicator** | **Advanced**  **4** | **Competent**  **3** | **Developing**  **2** | **Emerging**  **1** |
| **Writing Research A. Collect** relevant information from multiple print and digital sources. (CCSS.W.8) | I can **use** advanced searches effectively to **gather** relevant information from multiple authoritative print/digital sources.  I can effectively **assess** the usefulness of sources that answer the research question and sources that offer an alternate explanation or opinion. | I can **use** advanced searches effectively to **gather** relevant information from multiple authoritative print/digital sources.  I can effectively **assess** the usefulness of each source in answering the research question. | I can **use** advanced searches to **gather** information from multiple authoritative print/digital sources. | I can **gather** information from multiple print/digital sources. |
| **Writing Research B. Integrate** accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source. (CCSS.W.8) | I can **synthesize** accurate information from multiple sources selectively and purposefully to enhance the flow of ideas.  I can **follow** a standard citation format avoiding plagiarism. | I can **integrate** accurate information from multiple sources selectively and purposefully to maintain the flow of ideas.  I can **follow** a standard citation format avoiding plagiarism. | I can **provide** information from multiple sources to support my ideas.  I can **follow** a standard citation format avoiding plagiarism. | I can **provide** information from a source to support my ideas.  I can **attempt** to follow a standard citation format avoiding plagiarism. |
| **Writing Research C. Draw** **evidence** from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, **noting** discrepancies and agreement among sources. (CCSS.W.9) | I can **draw** **evidence** from informational texts to support an explanation of the general attributes of a career, the necessary preparation for that career, and my reflections on those; integrating information from diverse sources into a sophisticated understanding of the career, **noting** discrepancies and agreement among sources. | I can **draw** **evidence** from informational texts to support an explanation of the general attributes of a career, the necessary preparation for that career, and my reflections on those; integrating information from diverse sources into a coherent understanding of the career, **noting** discrepancies and agreement among sources. | I can **draw evidence** from informational texts to support an explanation of the general attributes of a career and the necessary preparation for that career, analyzing how multiple texts demonstrate factual or interpretive agreement, conflict, or different information on the same topic. | I can **draw evidence** from informational texts to support an explanation of the general attributes of a career and the necessary preparation for that career, integrating information from several texts. |
| **Writing Process A. Independently** **develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.W.5) | I can **independently** **develop** and **strengthen** writing as needed by *planning*, focusing on addressing what is most significant for a specific purpose and audience, and reflect on my own writing process.  I can **independently** **develop** and **strengthen** writing as needed by *revising* and *editing*, focusing on addressing what is significant for a specific purpose and audience, and reflect on my own writing process  I can **independently** **develop** and **strengthen** writing as needed by *rewriting* or *trying a new approach* focusing on addressing what is significant for a specific purpose and audience, and reflect on my own writing process. | I can **independently** **develop** and **strengthen** writing as needed by *planning*, focusing on addressing what is most significant for a specific purpose and audience.  I can **independently** **develop** and **strengthen** writing as needed by *revising* and *editing*, focusing on addressing what is significant for a specific purpose and audience.  I can **independently** **develop** and **strengthen** writing as needed by *rewriting* or *trying a new approach* focusing on addressing what is significant for a specific purpose and audience. | With some guidance, I can **develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  With some guidance, I can **develop** and **strengthen** writing as needed by *revising* and *editing*, focusing on addressing what is significant for a specific purpose and audience.  With some guidance, I can **develop** and **strengthen** writing as needed by *rewriting* or *trying a new approach* focusing on addressing what is significant for a specific purpose and audience. | With guidance, I can **develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.  With guidance, I can **develop** and **strengthen** writing as needed by *revising* and *editing*, focusing on addressing what is significant for a specific purpose and audience.  With guidance, I can **develop** and **strengthen** writing as needed by *rewriting* or *trying a new approach* focusing on addressing what is significant for a specific purpose and audience. |
| **Writing Process B. Demonstrate** command of the conventions of standard English grammar and usage when writing (CCSS.L.1; CCSS.L.2). | I can flawlessly **use** the conventions of standard English grammar and usage when writing. | I can **demonstrate** command of the conventions of standard English grammar and usage when writing (correct use of modifiers, appropriate use of commas and semicolons, and correct punctuation of dialogue). | I can **demonstrate** command of basic conventions of standard English grammar and usage when writing (subject/verb agreement and pronoun/antecedent agreement). | I can **demonstrate** command of basic conventions of standard English grammar and usage when writing (capitalization, end punctuation, and complete sentences). |
| **Writing Process C. Use** **technology** to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.W.6) | I can **use** technology to produce, publish, and update individual or shared writing products  I can **adjust** my writing based on ongoing feedback, including new arguments or information.  I can **use** technology to provide constructive feedback to a peer. | I can **use** technology to produce, publish, and update individual or shared writing products  I can **adjust** my writing based on ongoing feedback, including new arguments or information. | I can **use** technology to produce, publish, and update individual or shared writing products  I can attempt to **adjust** my writing based on feedback | I can **use** technology to produce and publish individual or shared writing products.  \*\* |

**TRACK 1: SPEAKING AND LISTENING: PRESENTATION**

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| Performance Indicator | **Advanced**  **4** | **Competent**  **3** | **Developing**  **2** | **Emerging**  **1** |
| **A. Develop** a clear line of reasoning that addresses alternative or opposing perspectives. (CCSS.SL.4) | I can **develop** a persuasive line of reasoning that addresses alternative or opposing perspectives. | I can **develop** a clear line of reasoning that addresses alternative or opposing perspectives. | I can **present** claims and findings in a focused, cohesive manner, emphasizing salient points and relevant evidence. | I can **report** on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. |
| **B. Use** appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (CCSS.SL.4) | I can **use** sophisticated organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. | I can **use** appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. | I can **use** appropriate organization and development for a predetermined audience. | I can partially **use** appropriate organization and development for a predetermined audience. |
| **C. Make** strategic use of digital media in presentations. (CCSS.SL.5) | I can **make** strategic use of a variety of digital media applications in presentations. | I can **make** strategic use of digital media in presentations. | I can **make** appropriate use of digital media in presentations. | I can **make** use of digital media in presentations. |
| **D. Adapt** speech to a variety of contexts and tasks. (CCSS.SL.6; CCSS.L.3) | I can **use** clear crisp mastery of pace, skillful use of volume and intonation.  **Adapt** speech purposefully to a variety of contexts and communicative tasks, **demonstrating** command of formal English when indicated or appropriate. | I can **use** appropriate intonation, volume, rhythm, and pacing.  **Adapt** speech to a variety of contexts and communicative tasks, **demonstrating** command of formal English when indicated or appropriate. | I **use** a voice that is audible, but too quiet; too loud; monotone; paced unevenly; affected tone.  **Adapt** speech to relevant and communicative tasks, **demonstrating** knowledge of formal English when indicated or appropriate. | I **use** a voice that is inaudible; slow; distracting rhythm; singsong; hurried; mispronunciation  **Adapt** speech to relevant and communicative tasks, **demonstrating** partial knowledge of formal English when indicated or appropriate. |
| **E. Acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level. (CCSS.L.6) |  | I can **acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college and career readiness level. | I can **acquire** and **use** accurately grade-appropriate general and academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to the comprehension or expression. | **Acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college and career readiness level. |

**Track 2: Writing Informative Texts**

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| Performance Indicator | **Advanced**  **4** | **Competent**  **3** | **Developing**  **2** | **Emerging**  **1** |
| **A. Introduce** a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (CCSS.W.2a) | I can **introduce** a topic with an effective hook;  organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. | I can **introduce** a topic clearly;  organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. | I can **introduce** a topic,  I can preview what is to follow by providing ideas, concepts, and information. | I can i**ntroduce** a topic,  I can attempt to preview what is to follow. |
| **B. Develop** the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS.W.2b) | I can **develop** the topic thoroughly by **synthesizing** the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples  appealing to the audience's knowledge in an intentional way. | I can **develop** the topic thoroughly by **synthesizing** the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples  appealing to the audience's knowledge in an intentional way. | I can **develop** the topic with facts, definitions, concrete details, quotations, or other information and examples,  the audience needs to make inferences to understand the writer's intention. | I can attempt to **develop** the topic with facts, definitions, concrete details, or quotations,  the audience is left with questions. |
| **E. Use** appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, **clarify** the relationships among complex ideas and concepts, and **build** toward a particular outcome. (CCSS.W.2c; CCSS.W.3c) | I can **use** intentional techniques, transitions and syntax to link the major sections of the text, to create cohesion. | I can **use** appropriate and varied techniques, transitions and syntax to link the major sections of the text, to create cohesion,  I can **clarify** the relationships among complex ideas and concepts, and  I can **build** toward a particular outcome. | I can **use** appropriate techniques,  I can use appropriate transitions and  I can use appropriate syntax to link major sections of the text  I can clarify the relationships among ideas, concepts, events and/or experiences. | I can **build** a sequence of events or ideas. |
| **F. Use** precise language, domain-specific vocabulary, telling details and techniques to **explain** complex topics and **convey** vivid experiences, events, and/or characters. (CCSS.W.2d; CCSS.W.3d) | I can engage an audience by **coordinating** precise language, domain-specific vocabulary, telling details and techniques to **explain** complex topics and **convey** vivid experiences, events, and/or characters. | I can **use** precise language, domain-specific vocabulary, telling details and techniques to **explain** complex topics and **convey** vivid experiences, events, and/or characters. | I can **use** relevant language and attempt to use domain-specific vocabulary, telling details and techniques to **explain** topics or experiences, events, and/or characters. | I can **use** relevant language to **explain** a topic or experiences. |
| **G. Provide** a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (CCSS.W.2f; CCSS.W.3e) | I can **provide** a conclusion that follows from, supports, and reflects on information that contributes to the development of a thematic statement or central idea. | I can **provide** a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. | I can **provide** a conclusion that restates information that is presented, experienced, observed, or has occurred over the course of a narrative. | I can **provide** a concluding statement that restates information from the narrated experiences, events, or the information presented. |