**20% of Your Time Project Guidelines**

The 20% Time Project is based on Google’s famed initiative to allow their employees to use 20% of their work time to pursue their own projects of interest. Throughout the year, our discussions have been focused on the following essential questions:

* What is life? What are the different aspects with which we can define life?
* What does it mean to lead a meaningful life?
* How can we measure the worth of a life?
* What is your life going to mean? How are you going to define it?
* How are you going to redefine/define the importance of your generation?
* What does it mean to have a passion?
* How can we pursue a life of passion?

With these essential questions in mind, we are going to adopt a similar philosophy as Google and each of you will **be responsible for initiating and undertaking your own 20% project in which you will pursue a goal based on your own passions.**

The following list delineates the guidelines for your project. **Your 20% project MUST**:

* Have evidence of a working/tangible product or output by the end of the trimester (that means something that I can have a record of).
	+ It does not have to be in its completed or final form but just something to show me EVIDENCE of work toward your original goal/passion.
* Show EVIDENCE of a reflective process (Journal of progress)
	+ That means, you will be REQUIRED to keep a written record or journal of your progress in which you meaningfully reflect upon your process and progress toward your goals
* Have some form of mentorship from an outside source and includes RESEARCH
	+ This could mean youtube videos, references, or an actual mentor (however, we will have to get parent approval FIRST, before we do that)
* Be appropriate and in line with the mission, philosophy and values of our Catholic school and faith and the rules of the school
	+ If you are in doubt, I will be happy to advise you accordingly
* BE AN ORIGINAL PRODUCTION
	+ While you may have a similar project idea, your output or product at the end MUST be an original piece of work created by **YOU**!
* Be something you are truly passionate or interested about! This is your opportunity to explore your world, your own creativity and potential ☺. So take advantage of it!

In order to ensure **accountability** and **responsibility** on your part, the following stipulations will apply:

* The project will comprise fittingly, at least **20% of your grade** this trimester
* You will be required to submit a plan of action for each “20% work day” at least 2 days before the scheduled work day
* You are expected to come prepared to WORK on the scheduled work day. That means, you must come prepared with all necessary equipment, materials, resources, etc.
	+ As such, if in extenuating circumstances, you will only be allowed **TWO “**mercy/probationary passes” for unpreparedness before you will no longer be allowed to participate in your own 20% time project and instead will be required to write a research essay on personal responsibility and present your findings to the class

**Common Core State Standards Addressed:**

Text Types and Purposes:

* [CCSS.ELA-LITERACY.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/)
Write arguments to support claims with clear reasons and relevant evidence.

* + [CCSS.ELA-LITERACY.W.7.1.A](http://www.corestandards.org/ELA-Literacy/W/7/1/a/)
	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

* + [CCSS.ELA-LITERACY.W.7.1.B](http://www.corestandards.org/ELA-Literacy/W/7/1/b/)
	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

* + [CCSS.ELA-LITERACY.W.7.1.C](http://www.corestandards.org/ELA-Literacy/W/7/1/c/)
	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

* + [CCSS.ELA-LITERACY.W.7.1.D](http://www.corestandards.org/ELA-Literacy/W/7/1/d/)
	Establish and maintain a formal style.

* + [CCSS.ELA-LITERACY.W.7.1.E](http://www.corestandards.org/ELA-Literacy/W/7/1/e/)
	Provide a concluding statement or section that follows from and supports the argument presented.

* [CCSS.ELA-LITERACY.W.7.2](http://www.corestandards.org/ELA-Literacy/W/7/2/)
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

* + [CCSS.ELA-LITERACY.W.7.2.A](http://www.corestandards.org/ELA-Literacy/W/7/2/a/)
	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

* + [CCSS.ELA-LITERACY.W.7.2.B](http://www.corestandards.org/ELA-Literacy/W/7/2/b/)
	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

* + [CCSS.ELA-LITERACY.W.7.2.C](http://www.corestandards.org/ELA-Literacy/W/7/2/c/)
	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

* + [CCSS.ELA-LITERACY.W.7.2.D](http://www.corestandards.org/ELA-Literacy/W/7/2/d/)
	Use precise language and domain-specific vocabulary to inform about or explain the topic.

* + [CCSS.ELA-LITERACY.W.7.2.E](http://www.corestandards.org/ELA-Literacy/W/7/2/e/)
	Establish and maintain a formal style.

* + [CCSS.ELA-LITERACY.W.7.2.F](http://www.corestandards.org/ELA-Literacy/W/7/2/f/)
	Provide a concluding statement or section that follows from and supports the information or explanation presented.

* [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/)
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

* + [CCSS.ELA-LITERACY.W.7.3.A](http://www.corestandards.org/ELA-Literacy/W/7/3/a/)
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

* + [CCSS.ELA-LITERACY.W.7.3.B](http://www.corestandards.org/ELA-Literacy/W/7/3/b/)
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

* + [CCSS.ELA-LITERACY.W.7.3.C](http://www.corestandards.org/ELA-Literacy/W/7/3/c/)
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

* + [CCSS.ELA-LITERACY.W.7.3.D](http://www.corestandards.org/ELA-Literacy/W/7/3/d/)
	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

* + [CCSS.ELA-LITERACY.W.7.3.E](http://www.corestandards.org/ELA-Literacy/W/7/3/e/)
	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

* **[CCSS.ELA-LITERACY.W.7.4](http://www.corestandards.org/ELA-Literacy/W/7/4/)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

* **[CCSS.ELA-LITERACY.W.7.5](http://www.corestandards.org/ELA-Literacy/W/7/5/)
With some guidance and support from peers and adults, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7**[**here**](http://www.corestandards.org/ELA-Literacy/L/7/)**.)**

* [CCSS.ELA-LITERACY.W.7.6](http://www.corestandards.org/ELA-Literacy/W/7/6/)
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:

* **[CCSS.ELA-LITERACY.W.7.7](http://www.corestandards.org/ELA-Literacy/W/7/7/)
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**

* [CCSS.ELA-LITERACY.W.7.8](http://www.corestandards.org/ELA-Literacy/W/7/8/)
**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

* [CCSS.ELA-LITERACY.W.7.9](http://www.corestandards.org/ELA-Literacy/W/7/9/)
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

* [CCSS.ELA-LITERACY.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/)
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.