Final Independent Project

Grade 12 HZT4U

Worth: 15%

Marked out of 50

What is the Grade 12 HZT4U Final Independent Project about?

This project will require critical thinking, research, knowledge and understanding of the material taught in your class in Torah High this year. The project involves choosing one major Philosophical idea and creating a presentation about the Philosophical idea chosen.

Submission Schedule:

What	Cover Page and Submission Form for Feedback	Submit Parts 1, 2,3 & 4
When	Week of March 18-21	Week of May 14-17
To Who	First hour teacher in person	Email or submit in person

Submission Method for Overall Project (Parts 1,2,3 and 4 complete):

Submit via **EMAIL**	Submit in **PERSON**
FinalProject@TorahHigh.org	**A-** Your Teacher **B -**Torah High Main Office

Submission Requirements:

A. ALWAYS keep an additional digital and hard copy with you after submission.

B. Project must include the cover page

C. CD/DVD/USB keys must be clearly labeled and will not be returned to student.

D. Unnamed projects will not be marked.

E. 5 marks will be deducted for late submissions unless other arrangements have been made with the Torah High office

Jewish Philosophical Idea

Instructions

Part 1 – Topic and Rationale *(7 marks)*

A. Choose one of the Philosophical ideas listed below as the topic you wish to research.
B. In 1 paragraph, of at least 6-8 sentences, explain why you have chosen to research this specific topic. Provide at least 2 clear reasons for choosing this topic and express what you hope to learn from your research about this topic. (*7 marks)*

Free – Will
Ethical Morality
Religion and Science, Evolution
The Nature of Reality
The Purpose of Creation and the Meaning of life
Ethical Dilemmas
Atheism and the Belief in G-d
The Wonders of Jewish History
Anti-Semitism
Male/Female relationships and the Jewish Perspective on Love, Dating and marriage
Jewish Ethical Development

Websites that you can use to research the Philosophical idea: (only these).

www.aish.com, www.torah.org, www.ohr.edu, www.ou.org, www.chabad.org, www.simpletoremember.com, www.shemayisrael.com, www.dovidgottlieb.com

For a list of book choices that you may use to research the lifecycle event/mitzvah, or if you would like to use a website other than those listed here for research, please email the Torah High office at nechama@TorahHigh.org

TORAH HIGH

Part 2 - Research *(20 marks)*

Research the Philosophical idea *(20 marks)*

***This part has five components*:**

a) In no less than 6-8 sentences, Explain the Philosophical idea very clearly and describe why it is so important to Judaism.

b) In no less than 4-6 sentences, describe at least three specific aspects of the Philosophical idea that is offered in traditional Jewish thought.

c) In no less than 6-8 sentences, describe at least two specific examples or connections that were discussed in your Torah High class on this topic specifically or connect to the topic through your own application of your research

d) In no less than 4-6 sentences, describe the impact and lessons this Philosophical idea has had on the Jewish people, the World, and what practical moral and/or ethical lessons one can learn from this Philosophical idea.

e) In no less than 8-10 sentences, contrast and compare how this Philosophical idea is treated in secular thought as compared to Jewish thought and tradition. You can use any website as research for the secular aspects of this Philosophical idea.

Total of, at minimum, 28 sentences for Part 2

Part 3 – Interview *(15 marks)*

Interviewing across the Generations (out of 15 marks)

You are to interview 3 different people, across 3 generations (a teenager, an adult-30-50 years old, an older adult 50+ years) about their connection to the Philosophical idea you have chosen.

There are 3 components to this section to be completed.

a) Compose at least 5 questions you are going to ask these people about their involvement in and/or knowledge of this Philosophical idea.
b) Conduct the interviews and transcribe them in question and answer form for submission.
c) Summarize what you learned from these interviews, being sure to compare/contrast the responses between the generations. **This summary should be, at minimum, 10-12 sentences and include at least three different contrasts and/or comparisons between the age groups analyzed**

TORAH HIGH

Part 4 – Presentation *(8 marks)*

Create a Presentation on your Topic, Research, and Interview (out of 8 marks).

NOTE: *This part does not mean you will be presenting your final project for an audience. This part evaluates you on how you submit your project. Information in parts 1, 2, and 3 should be put together, and submitted in one of the below presentation formats.*

Your presentation must:
Teach, inform, and/or inspire someone to perform, appreciate, or study the Philosophical idea you chose.

Format for Presentation:
The Presentation must be put together as one or more of the following:

- **A.** An audio-visual presentation, on CD, DVD, or USB key (no physical videotapes will be accepted nor will any media be returned)
- **B.** A web based presentation program (Prezi, YouTube)
- **C.** An audio CD or file
- **D.** A PowerPoint or similar presentation
- **E.** A written presentation (a paper)

Though there can be different forms, the actual project must embody all of the components listed and include the information requested in the order directed

How will the project be graded?

Your total grade will be divided among the components listed above as follows:

- Reason why this Philosophical idea was chosen component: (Marked out of 7)
- Researching of the Philosophical idea and overall content component: (Marked out of 20)
- Interview component: (Marked out of 15)
- Overall Presentation of the project: (Marked out of 8)

TORAH HIGH

Category	Examples/ Components in the outline that this primarily applies	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge and Understanding *Knowledge of* content (e.g., facts, terms, definitions) *Understanding of* content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	Choice of Philosophical idea ; Research of the Philosophical idea	-demonstrates limited knowledge -demonstrates limited understanding	-demonstrates some knowledge -demonstrates some understanding	-demonstrates considerable knowledge -demonstrates considerable understanding	-demonstrates thorough knowledge -demonstrates thorough understanding
Thinking Use of *planning skills* (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals as applied to the content). Use of *processing skills* (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias) Use of *critical/creative thinking* processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	Choice of the Philosophical idea Research of the Philosophical idea Interview component;	-demonstrates limited use of planning skills -demonstrates limited use of processing skills -demonstrates limited use of cricitcal/creative thinking	-demonstrates some use of planning skills -demonstrates some use of processing skills -demonstrates some use of cricitcal/creative thinking	-demonstrates considerable use of planning skills -demonstrates considerable use of processing skills -demonstrates considerable use of cricitcal/creative thinking	-demonstrates a high degree of planning skills -demonstrates a high degree of processing skills -demonstrates a high degree of cricitcal/creative thinking
Communication Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms. Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms	Overall presentation	-expresses and organizes ideas and information with limited effectiveness -communicates for different audiences with limited effectiveness -uses conventions, vocabulary and terminology with limited effectiveness	-expresses and organizes ideas and information with some effectiveness -communicates for different audiences with some effectiveness -uses conventions, vocabulary and terminology with some effectiveness	-expresses and organizes ideas and information with considerable effectiveness -communicates for different audiences with considerable effectiveness -uses conventions, vocabulary and terminology with considerable effectiveness	-expresses and organizes ideas and information with a high degree of effectiveness -communicates for different audiences with a high degree of effectiveness -uses conventions, vocabulary and terminology with a high degree of effectiveness

TORAH HIGH

Application					
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in *familiar contexts*.	Research of the Philosophical idea; Interview component;	-applies knowledge and skills in familiar contexts with limited effectivness	-applies knowledge and skills in familiar contexts with some effectivness	-applies knowledge and skills in familiar contexts with considerable effectivness	-applies knowledge and skills in familiar contexts with a high degree of effectivness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) *to new contexts*		-applies transfer of knowledge and skills to new contexts with limited effectiveness	-applies transfer of knowledge and skills to new contexts with some effectiveness	-applies transfer of knowledge and skills to new contexts with considerable effectiveness	-applies transfer of knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)		-makes connections within and between various contexts with limited effectiveness	-makes connections within and between various contexts with some effectiveness	-makes connections within and between various contexts with considerable effectiveness	-makes connections within and between various contexts with a high degree of effectiveness

TORAH HIGH

Torah High Final Independent Project
Submission for Feedback

Please have this ready to be submitted the week of March 18-21 to your first hour teacher. You will be provided with feedback during the week of April 8-11, which you will then utilize in completing your Final Project.

Grade 12 HZT4U

NAME:

List your topic choice and briefly describe your two reasons for choosing this topic:

Which websites from the list will you be using to research your topic?

TORAH HIGH

Rough Outline for Part 2:

Provide a simple explanation of why this topic is important to Judaism.

Outline three aspects of how this idea is reflected in Jewish Thought

TORAH HIGH

Outline two connections to what you have studied in Torah High

Outline what impact and what moral/ethical lessons can be learnt from this topic:

TORAH HIGH

Outline your analysis of the contrast/comparison to the secular approach to this idea

Who are the three people you will be interviewing?

What format will you submit your final project in? (powerpoint, Prezi, essay etc.)

My Torah High Teachers are:

I attend Torah High on and at which location:

Torah High Final Independent Project Cover Page

Grade 12 HZT4U

NAME:

TOPIC:

FORMAT OF PROJECT:

PART BEING SUMBITTED:

TEACHERS:

DAY I ATTEND TORAH HIGH

TORAH HIGH LOCATION: