

## Personal Mission Statement

A personal mission statement is like a personal credo or motto that states what your life is about. It is what you really want to **be** and **do** in your life. It is like the blueprint to companies, like Microsoft and Coca-Cola, have mission statements. Our school even has a mission statement. *Hominy High School, in cooperation and partnership with the community, will provide excellent educational and leadership opportunities to all students. The cooperation and partnership of concerned adults will foster caring, healthy creative and innovative students prepared to live and learn in an ever changing and diverse world.*

Mission statements come in all types and varieties. Some are long and some are short. Some are poems and some are songs. Some students have used their favorite quote as a mission statement. Here are some examples of mission statements from other high school students:

First and foremost, I will remain faithful  
always to my God.  
I will not underestimate the power of family unity.  
I will not neglect a true friend, but I will set aside  
time for myself as well.  
I will cross my bridges as I come to them  
(divide and conquer).  
I will begin all challenges with optimism,  
rather than doubt.  
I will always maintain a positive self-image  
and high self-esteem, knowing that all my intentions begin  
with self-evaluation.



I will live by my own policies.  
I will sleep with a clear conscience.  
I will sleep in peace.



**R**eligion  
**E**ducation  
**S**ucceeding  
**P**roductive  
**E**xercise  
**C**aring  
**T**ruthful

### Mission Statement

Care	- about the world - about life - about people - about myself
Love	- myself - my family - my world - knowledge - learning - life
Fight	- for my beliefs - for my passions - to accomplish - to do good - to be true to myself - against apathy
Rock	- the boat - don't let the boat rock me - be a rock

## Senior Memory Book

You will write a book for your English IV writing assignment, a Senior Memory Book. It will consist of your memories and thoughts from your whole life. After you finish writing your book, you will illustrate and bind this memoir.

### Grading

Each chapter counts as an assignment and will be critiqued and graded using the Memory Book grading scale found at the end of this section.

If your Senior Memory Book is complete and shows some creativity and thought, your total grade will be no less than a 70. The more thorough and creative you are in decorating your book and pages with drawings, pictures, photographs, stuff cut out of magazines or newspapers or brochures, the higher the grade will be. Any book that does not contain all of the chapters will receive a lower grade, regardless of how fancy it is.

Each chapter is an assignment and will be graded individually.

### Criteria

Each chapter must be at least 250 words in length.

The book must be typed

Each chapter must be illustrated. You can use photos, magazine cut outs, original art work, stickers, etc.

Your Senior Memory Book must include the following chapters:

Chapter 1. **“Who Am I?”**

Who are you? Where do you live? What are your life Goals/ how do you expect to reach those goals? Write a mission statement (see examples at end of section)

Chapter 2. **“Before I Was, There Were . . .”**

Your parents, grandparents, aunts, uncles, older cousins and siblings and anybody who may not be a relative but who has helped to pave the way for you and your family. (For this section you will make a family tree using form found at end of this section).

Chapter 3. **“Suddenly, I Became Me”**

Earliest memories: people, places, events, all those cute things that you did when you were tiny, that your mother tells you about.

Chapter 4. **“School Bells”**

Your earliest years in school — K through 3 — learning to read, special school programs, special teachers and special friends

Chapter 5. **“More School Bells”**

Grades 4 and 5— school work gets harder— research paper, multiplication

tables, science experiments, other

Chapter 6. **“I Grew Up Here”**

Research and describe your town, neighborhood, rural community, etc.

Chapter 7. **“My First Boyfriend/Girlfriend”**

That first crush in elementary school, or tell about your favorite childhood pal. What memories or details are associated with him/her. What was the funniest thing you did. What was the craziest thing you did.

Chapter 8 & 9 Choose 2 of the following 4:

**“Hide and Seek”**

Describe in detail some of the games you played as a child

**“I Wish I Could See \_\_\_\_\_ Again”**

Tell about a childhood friend that you have no contact with anymore but would like to see again.

**“I’m Really in Love This Time, Mom”**

Your first serious romance

**“Let’s Take a Vacation”**

A memorable trip you took with family or friends or a trip you would like to take

Chapter 10. **“Middle School”**

Getting accustomed to “big Kid’s” school – teachers, friends, activities, successes, heartbreaks

Chapter 11. **“Let’s Go to the Movies”**

Favorite movies at different times in your life — childhood, early teen years, now

Chapter 12. **“High School — The Early Years”**

Your freshman, sophomore, and junior years in high school — highlights, troubles, successes, heartbreaks, friends, teachers, coaches

Chapter 13. **“At Last, I’m a Senior”**

Your senior year — highlights, troubles, etc.

Chapter 14. **“Epilogue”**

If I could live my life all over again, I would . . .

## Memory Book Score Sheet

<b>Ideas and Development</b>	
4	Extensive development of several ideas (or one important main idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
3	Good development of ideas with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list of ideas with little or no elaboration.
2	Adequately supported ideas with some details extended or elaborated.
1	Weak ideas minimally supported with little or no extension of details.
<b>Organization, Unity, and Coherence</b>	
4	Completely organized with smooth flow from one ideas to the next through the use of transitions and sequencing. Unity is strongly evident with no wandering from the primary theme or plan.
3	Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
2	Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
1	Lack of plan or coherence.
<b>Word Choice</b>	
4	Precise, appropriate, accurate, and specific word choices convey the correct meaning and appeal to the audience. May be vivid and imaginative.
3	Word choices are appropriate and specific. May lack “sparkle” but meaning is clear.
2	Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
1	Very simplistic. Meaning may be unclear or inappropriate.
<b>Sentences or Paragraphs</b>	
4	Excellent control and formation of sentences. Variety of sentence structure, type and length, contribute to fluency and interest. Paragraphs used where appropriate. Few, if any errors.
3	Adequate control of sentence formation. Some mix of sentence types, lengths, and structures. May contain a small number of errors that do not interfere with fluency. May show some attempt at paragraphing.
2	Most sentences constructed correctly. May have little variety in type, length, or structure. May be somewhat monotonous or choppy. May contain several errors or lack control. May show no attempt at paragraphing.
1	Poor sentence structure with many errors that inhibit fluency or clarity. Lacks control.
<b>Grammar and Usage</b>	
4	Error-free or very few errors in approximate proportion to length of paper.
3	Good grammar and word usage. Errors that do not detract from overall quality of the paper.
2	Fair grammar and usage. Errors may interfere with meaning. May be simplistic.
1	Poor grammar and word usage with frequent or serious errors.
<b>Mechanics</b>	
4	Error-free or very few errors in approximate proportion to length of paper.
3	Most punctuation, capitalization, and spelling correct. Errors do not interfere with communication.
2	Some errors in punctuation, capitalization and/or spelling that may interfere somewhat with communication.
1	Frequent and/or serious errors in mechanics that interfere with communication.
Scoring 4=A 3=B 2=C 1=D	