

MADEIRA CITY SCHOOLS PLANNING COMMISSION

SENIOR CAPSTONE PROJECT STUDY

April 14, 2011

Allison Evans, Chair

Janet Donaldson

Julie Sowers

Darlene Mason

Scott Aaron

BACKGROUND/INTRODUCTION

Madeira City Schools afford students myriad methods for applying knowledge – testing, standardized testing, creating expression, writing, multimedia presentations to only name a few. Students learn curriculum content and obtain communication skills.

The Planning Commission has been asked to benchmark the use of Senior Capstone projects.

OBJECTIVES

The objective of this project is to understand the Senior Capstone Project, evaluate examples of local school using Senior Capstone Projects and assess both the benefits to Madeira Schools as well as barriers to implementation.

METHODOLOGY

This report has been created using the following methods

- State of Ohio Senior Capstone Definition (app 1)
- Capstone Project Definitions
- High School Faculty Discussion
- Benchmark School Examples through Internet and/or interview

FRAMEWORK

Senior Capstone Projects accomplish a variety of different objective in the schools used. Schools label a wide assortment of assignments as Senior Capstone Projects. These can be categorized by the following scales:

Time Duration

A Senior Capstone Project can be a very short duration, some only a week or two. These occur at points convenient in the school calendar, such as the ending week(s) of senior year or a special interim term.

But other schools use Senior Capstone Project as a multi-year guidance tool compelling the student to choose classes and make interim proposals for the eventual Senior Capstone Project.

Learning Objectives

Senior Capstone Projects have the potential to be life changing for the student, but institutions had different objectives. A Senior Capstone Project can be purely

experiential where the student immerses into a learning environment such as observing, shadowing or travel.

Other schools require a deliverable such as a presentation, paper or concrete product, i.e. a musical composition, service project, a construction etc.

Administration

Although not a primary focus in this report, the schools studied also used an assortment of implementation and assessment techniques. Senior Capstone Projects are required in some schools, elective in others. If the Senior Capstone Project is one with a deliverable, it may be graded, or be a pass / no-pass. Schools may choose to require intermediate planning and preparation steps, which could also be graded.

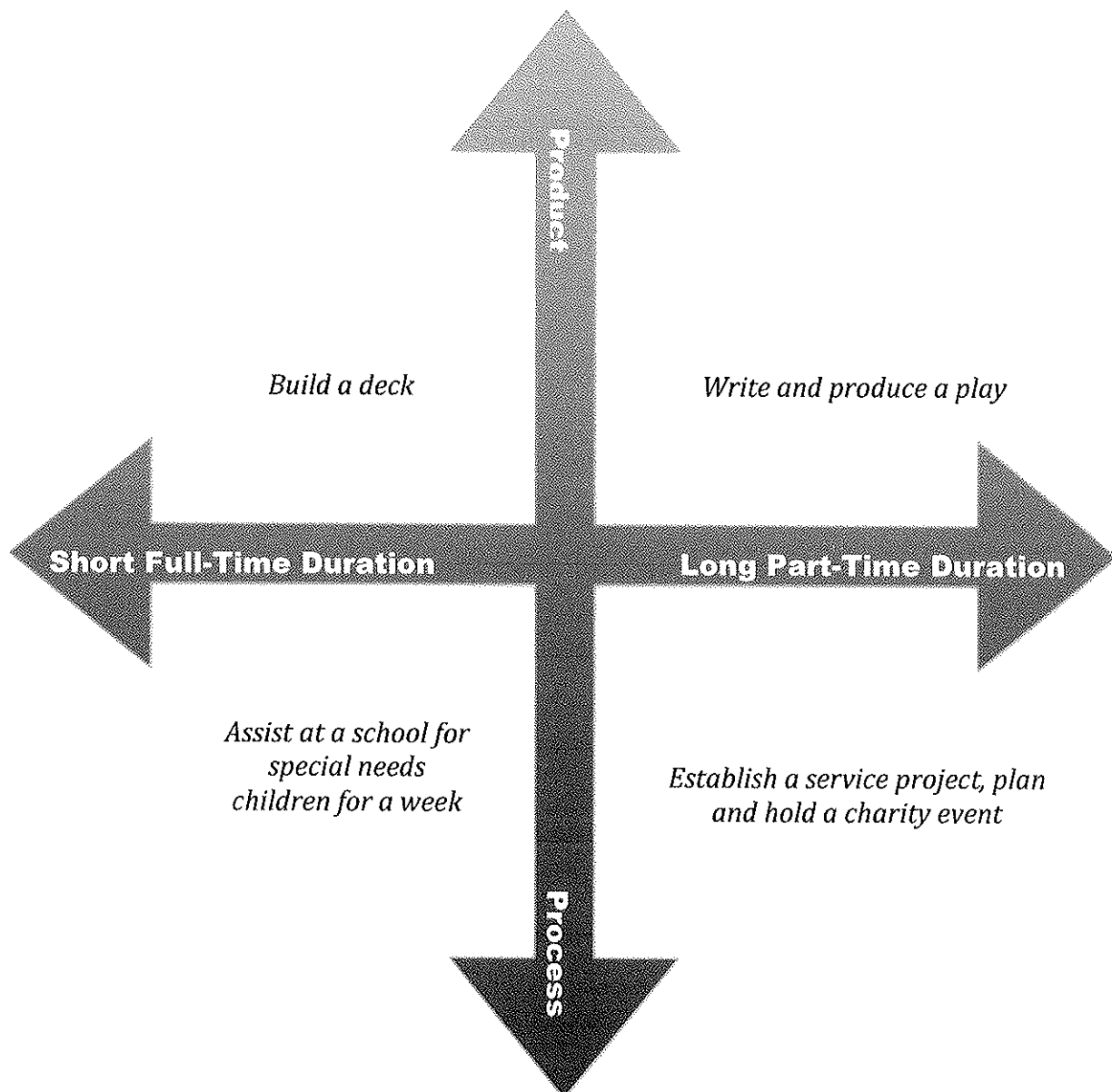


Figure 1

DISCUSSION – BENCHMARK SCHOOLS

*The following schools
do have a project
(required or elective) in
place:*

Indian Hill

Cincinnati Country Day

Summit

Princeton

Great Oaks

Sycamore

Madison Junior Senior
High School

*The following schools
do not have a project in
place at this time:*

Forest Hills

St. Bernard-Elmwood

*Unknown, unclear or
under consideration:*

Sycamore

Milford

Mason

Lockland

Hamilton City

Fairfield City

ADDITIONAL CONSIDERATIONS FOR FUTURE DISCUSSION/STUDY

Senior Capstone Projects can be a useful administration tool for other topics under consideration by the Madeira Planning Commission.

Guidance

The Senior Capstone Project could be the framework for a student to plan his or her high school academic career through choice of coursework, even service hours and extracurricular. This segues into college planning as well.

Business Partnerships

Likewise, the Senior Capstone Project lends itself to business partnerships for both experiential learning and the environment to complete a deliverable project.

CONCLUSIONS

Many schools use Senior Capstone Projects but it is not yet a standard. Various levels of effect can be called Senior Capstone Project – there is no standard or clear Best Practice.

RECOMMENDATIONS

Capstone projects have the potential to highly enhance a student's educational experience but require resources to administer. The following questions (whose answers are outside the scope of this project) are typical of discussions around Senior Capstone Projects:

- Should the capstone be voluntary or mandatory?
- Should the capstone be graded or not? Some discussion around motivation of students - graded or not may impact that.
- When should the capstone experience happen? This could relate to student engagement and motivation.
- How long is the capstone experience?
- Is the capstone individual or group exercise? Could it be either?
- Are there bounds around topics for capstone? What's in, what's out? Guardrails or anything goes?
- Who coordinates / manages the students and their work. Who manages the outreach involved in setting up projects for every student?
- What teacher training might be needed?

Follow up study

Madeira City Schools should establish a cohesive vision for student learning outside the classroom and consider Senior Capstone Projects as a tool to support guidance objectives, business partnership strategies, and the best possible preparation of Madeira students for 21st Century challenges.

APPENDICES

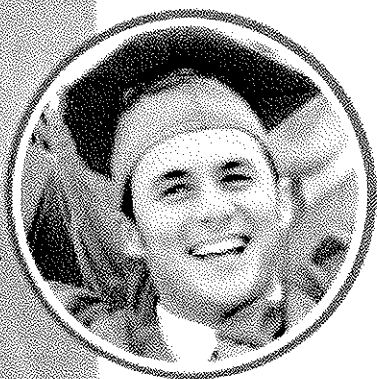
1. Guidelines

- a. Senior Capstone Project, Ohio DOE
- b. International Baccalaureate (IB) Diploma
- c. Project based learning

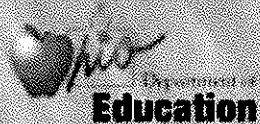
2. Example Schools

- a. Summit Country Day
- b. Indian Hill
- c. Cincinnati Country Day School
- d. Loveland
- e. Madison (Middletown)
- f. Boyertown
- g. Glen Oak
- h. Envision
- i. Columbus East
- j. Pacific Grove High School
- k. Memphis City Schools

3. Faculty Focus Group/Teacher Forum



SENIOR Capstone Project



Center for Curriculum
and Assessment

Office of Career-Technical
and Adult Education

Susan Tave Zelman,
Superintendent of Public
Instruction

Bob Bowers,
Associate Superintendent

Vicki L. Melvin, Director

25 South Front Street
Columbus, Ohio 43215-4183

Phone: (614) 466-3430

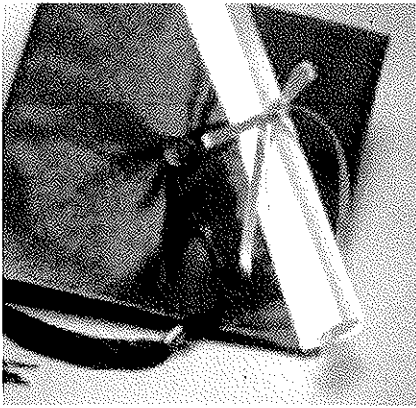
FAX: (614) 644-5702

Website:

www.ode.state.oh.us/ctae



Appendix 1a



CAPSTONE Project?

Capstone projects are a way to organize teaching and learning around authentic student projects integrating technical and academic disciplines. Teachers facilitate connections between academic and technical coursework and challenge students to use prior knowledge and skills to solve real-world problems related to their chosen careers.

What is a

What Is the Connection to Career-Technical Education?

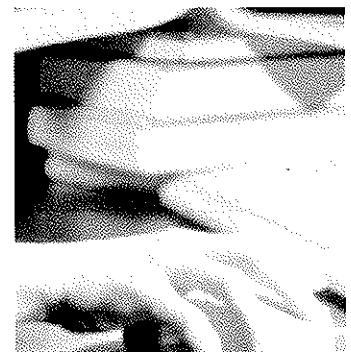
Capstone projects capitalize on the most promising aspects of career-focused education and research-based teaching such as:

- Cooperative and group learning
- Integration of academic content standards and technical competencies
- Self-directed learning
- Teacher in the role of facilitator
- Authentic instruction and assessment

"When used well, project-based learning can add meaning and purpose to school assignments, motivate students to learn more advanced material, provide practice for essential skills for lifelong learning and help students see practical applications of what they learn."

— *Using Real-World Projects to Help Students Meet High Standards in Education and the Workplace*
Southern Regional Education Board

Capstone projects in career-technical education apply academic and technical knowledge and skills to complex problems in a career field by allowing students to engage in problem-solving, research, teamwork, interpersonal communication and connections with adults. The capstone project is the culminating experience, demonstrating what a student has learned in his or her career pathway.



How Does a Capstone Project Work?

The Senior...

- selects or is assigned a problem related to his or her career pathway.
- conducts research related to the problem.
- identifies teachers, business and postsecondary education partners with relevant expertise of the problem and its solution.
- analyzes and synthesizes information to solve the problem.
- maintains periodic reflective journals of the project's progress.
- establishes with teacher checkpoints for assessment to ensure the project time line is on track and he or she is meeting the standards for the project.
- develops a multimedia presentation to adult partners detailing what he or she has learned.

"Students must be
creative problem solvers.
Would Bill Gates be as
successful today
if he had not developed
this skill?"

— *Promising Practices for
Contextual Learning*

Sandra Harwell and
William Blank



Hallmarks of Career-Focused Capstone Projects

Research

The student selects a problem related to his or her career pathway. Research is collected and analyzed to begin formulating a solution to the problem or question. The student uses various methods and sources to investigate the problem.

Authenticity

Problems are meaningful to the student and related to the career field. Resources exist within the community and beyond to support this project. The capstone project represents a real problem encountered by individuals in this career field. Working to resolve the problem, the student demonstrates proficiency in technical and academic competencies.

Work-based Learning

The problem is connected to an area within the student's career field. The student selects an adult from an advisory committee, business partner or postsecondary partner to work closely with on the project. Adult partners provide the context for the project.

Academic Rigor

The project is cross-curricular and challenges the student to apply knowledge related to both academic and technical subject areas. The project is aligned with appropriate academic content and technical standards. The student develops high-order thinking skills through research and analysis.

Professional Relationships

The student works closely with adults of content expertise. Adults collaborate with each other and with students on the development and evaluation of projects. Students prepare professional oral and written communications for adult audiences.

Presentation

The student produces a multimedia presentation detailing problem identification, research and the student's solution or recommendation. The presentation is the culminating experience in which the student demonstrates what has been learned.

Assessment

Project criteria is communicated to the student and is used to gauge learning. Assessment is formative, with multiple checkpoints along the way, providing feedback to the student. Adults outside the classroom help the student develop a sense of real-world standards. The student's project is documented in a Career Passport

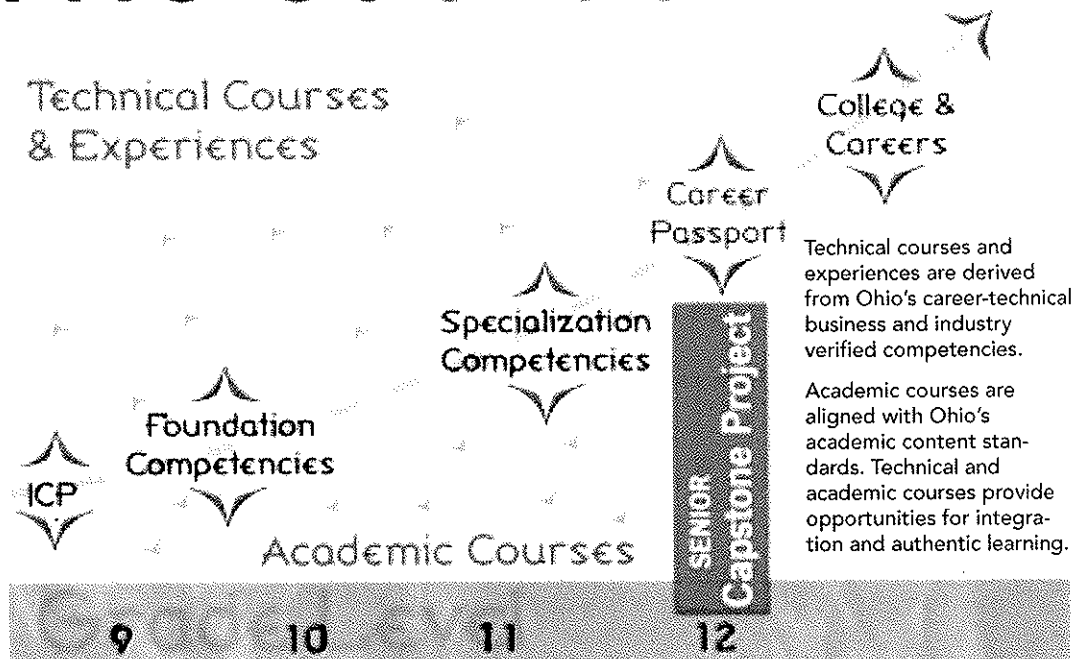


"A project-based approach to instruction presents students with problem-focused assignments that are meaningful, interesting and valuable. Projects not only reflect student interest but also meet one or more course standards."

— Instructional Strategies:
How Teachers Teach Matters

Southern Regional Education
Board

CHARTING The Course



Career Pathway

"Ideally, every senior should complete a capstone project, perform an internship, complete a research project, participate in community service or take college-level courses."

— *Raising Our Sights*
National Commission on the High School Senior Year

Terms Defined

A **Career Pathway** is a series of academic and technical coursework and other educational experiences with a career focus. The pathway prepares students for a goal-oriented future and puts purpose in learning.

An **Individual Career Plan (ICP)** is a planning document initiated by the learner, with input from parents/guardians, teachers and counselors, prior to the ninth grade and reviewed every year thereafter.

A **Career Cluster Foundation** is a course within a career cluster that provides core and cluster competencies as well as information on professional, technical and entry-level career pathway possibilities within the career cluster.

Specialization Competencies are what students should know and be able to do in specific occupations, as verified by business and industry. The attainment of these competencies could lead to entry-level positions, exit credentialing and/or continued education.

A **Career Passport** is a document designed to help students make the transition to the next step beyond high school. The career passport is similar to a portfolio and is usually developed with help from teachers and

1 a page 5

Capstone Project Examples

Health Services Cluster

- Research a problem related to ethics in human cloning. (Biotechnology Program)
- Develop a disaster response plan for a hospital emergency room located near a chemical manufacturing plant. (Therapeutic Systems Cluster Health Program)

Environmental and Agricultural Systems Cluster

- Conduct an environmental impact study on the surrounding community of a proposed egg production farm. (Environmental Technology Program)
- Research a farmer's cropping plan to help improve yields. (Agriculture Production Program)

Business and Management Cluster

- Develop a marketing plan for a newly developed hair care product that will be marketed and sold via the Internet. (E-commerce Marketing Program)
- Develop a computer-generated presentation, including animation, which promotes a Career-Technical program to prospective students and their parents. (Interactive Media Program)

Human Resources/Services Cluster

- Develop an instructional unit for teaching Ohio's mathematics content standards to middle school students. (Career Paths for the Teaching Profession Program)
- Research a new fingerprinting technology to aid in criminal investigation. Provide training in the process to a local law enforcement agency. (Criminal Justice Program)

Industrial and Engineering Systems Cluster

- A local food manufacturer is experiencing a high-rate of packaging failures of its condiment products. Troubleshoot the packaging failure and develop a more durable package. (Industrial Manufacturing Program)
- Design a residential heating/air conditioning system for a 1500 square foot house in Cleveland, Ohio. (Heating, Ventilation, Air Conditioning/Refrigeration Program)

Arts and Communication Cluster

- Develop a public service campaign to promote involvement in the arts for your city and surrounding community. (Radio and TV Broadcasting Program)
- Design and present a creative packaging concept for a new fruit-flavored cereal product that appeals to

Where do I get more information?

TERC Projects

www.terc.edu/projects/projects.html

Cornell Youth and Work Program: Learning Through Projects

www.uman.cornell.edu/youthwork/ptools/learn/

Collaborative Learning Environments Online

<http://cleo.terc.edu/cleo/cleo-home.cfm>

High Schools That Work Outstanding Practices

www.sreb.org

Jobs for the Future

www.jff.org

The Ohio Department of Education,
Office of Career-Technical and Adult
Education, does not discriminate
on the basis of race, religion,
gender, nationality, age, disability
or ethnic background.

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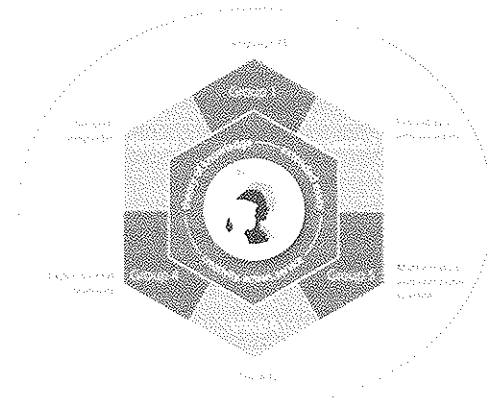
IB Requirements

last edited by Mrs. Evans 2 months, 2 weeks ago

Page history

Diploma Programme curriculum Programme model

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

Subjects, other than languages, may be taught and examined in:

- English
- French
- Spanish
- There are pilot projects taking place in German and Chinese.

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Examples from Other Schools

from Princeton student handbook (edited)

IB Requirements

Summit

Pages Files options

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Study: Senior Capstone

What are other districts doing that allow students to demonstrate their learning in a culminating project?

Resource: Kenji Matsudo, Ray Spicher

Chair: Allison Evans

Members: Scott Aaron, Janet Donaldson, Darlene Mason, Julie Sowers

Report to Commission: April 147

Report to Board: April 18

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Project-Based Learning

A Working Model for Student Engagement

Angela Wall and Bernard Green

January 11, 2011

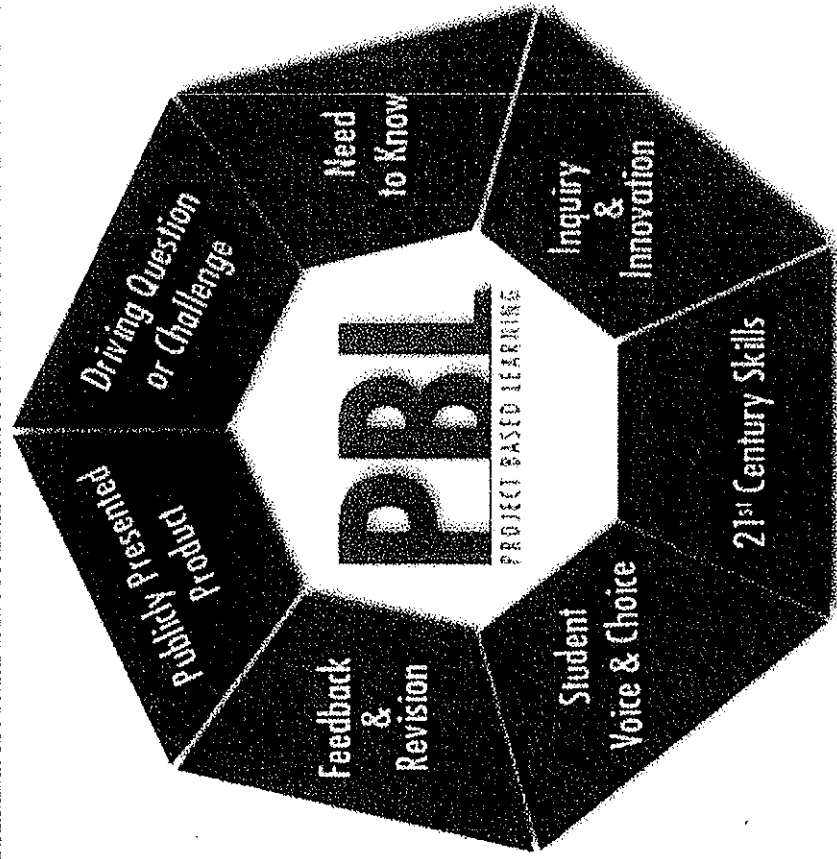


Solutions
to the Dropout Crisis

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Appendix 1c

What is Project Based Learning?



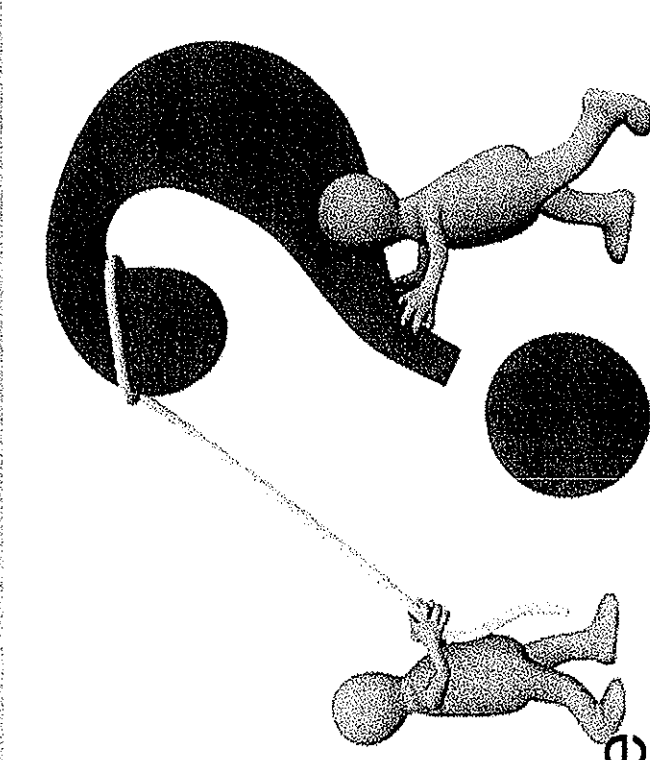
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Based on an Open-Ended Question or Challenge

- Significant Issues
- Debates
- Questions
- Problems
- Can be Physical or

Philosophical in Nature



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Solutions
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Creates a Need to Know

- Traditional projects present concepts first then expect students to apply them later

PBL on the Other Hand...

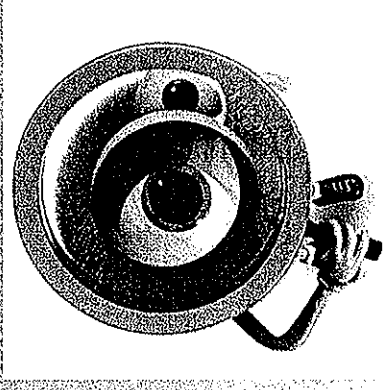
- Presents a vision for a finished project and lets students decide the pathway to completion
- Forces students to discover the concepts or skills they need to know



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To the Dropout Crisis

Requires Student Inquiry and Innovation



Students must collectively...

- Recognize what information they know
- Identify what information they need to know
- Investigate utilizing sources outside the classroom
- Obtain **skills** needed to complete the project



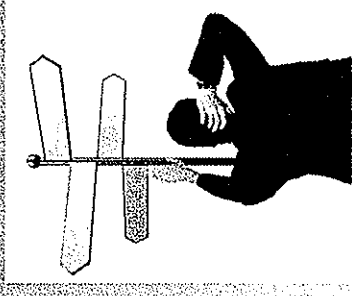
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Student Voice and Choice

Students learn to...

- Independently gather information
- Explain their positions to teammates
- Make and defend choices
- Compromise with teammates
- Critique the work of others appropriately
- Take responsibility for their work



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Incorporates Feedback and Revision

Students Use...

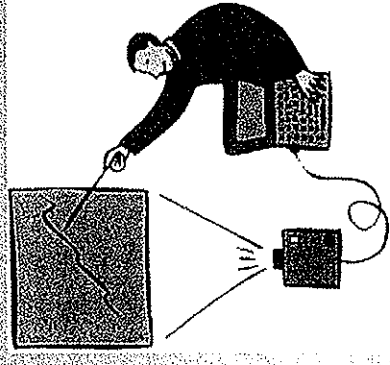
- Self-Evaluation
- Teammate Evaluation
- Peer Evaluation
- Critiques

To...

- Improve their skills
- Produce higher quality projects



Results are a Publicly Presented Product



Students...

- Demonstrate what they know
- Hone their presentation skills
- Market their “solution” to the problem
- Open their data and conclusions to scrutiny
- Are critiqued by area business and industry leaders
- Answer impromptu audience questions
- Learn appropriate dress and mannerisms



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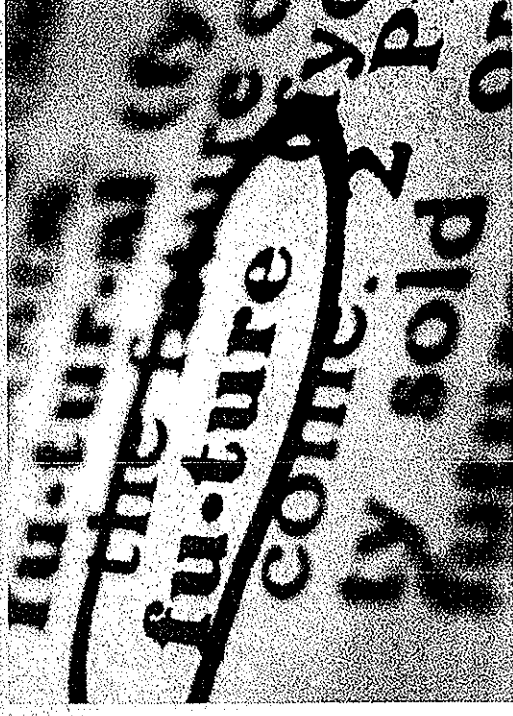
And the Most Important Aspect of PBL.....21st Century Skills

- Critical Thinking
 - Problem Solving
 - Collaboration
 - Communication
 - Team Work
 - Listening
 - Presentation Abilities
 - Entrepreneurial Skills
- Confidence



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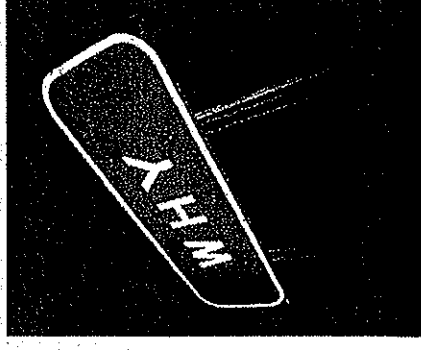
Solutions
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Why Use PBL?

Students...

- Deeper understanding of concepts
- Build vital workplace skills
- Develop lifelong learning habits
- Network with adult mentors
- Experience audiences beyond the classroom
- Are motivated by relevancy
- Get **Better Test Scores** in other subjects!



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How is PBL Best Taught?

When...

- Teams are composed of 3-4 students
- Teachers act as the “Guide on the Side” and resist being the “Sage on the Stage”
- A learning community of interdisciplinary teachers can collaborate in teams
- There is a nontraditional atmosphere that encourages movement and oral communications



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How Can I Use It?

- As the entrée or side dish of knowledge attainment
- Projects can vary from a few hours to an entire semester in length
- At all grade levels and subjects
- During a traditional class, after school, club, camp, service project, etc.
- Great for career and technical education (CTE) or alternative programs



Results of PBL

Math – Introductory Algebra

- 92% Success Rate
- 18% Better than Semester Average
- Averaged 6 Points Higher on Finals

English – Composition Strategies

- 8% Better than Semester Average
- 100% Minority Success Rate

Tech/Science – 81% Success Rate



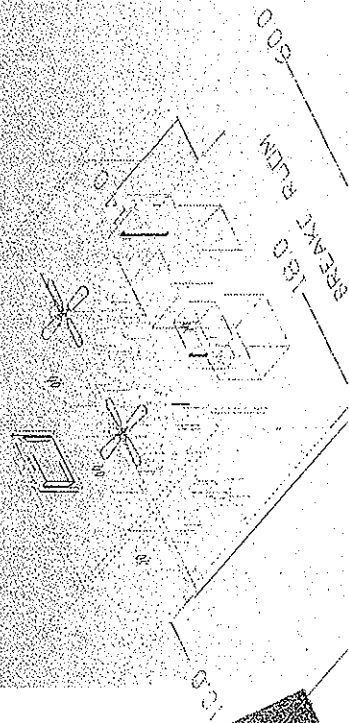
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Examples of PBL

- In-Class Projects - Technology Gateway and others
- Community - Carowinds “Education Days”
- Hands-On Camps – Camp kill-A-watt
- Competitions – SumoBot Wrestling
- Campus-Based – Time Capsule, Energy Auditing, Composting, Gardens, etc.
- Business and Industry – R & D Projects





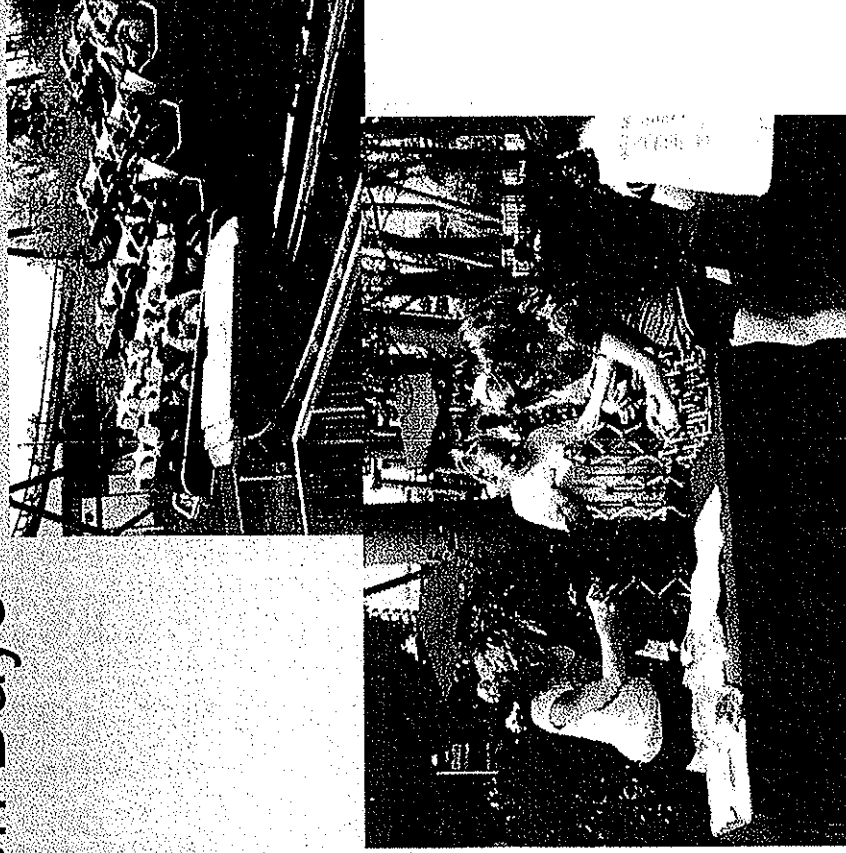
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Community Projects

Carowinds Education Days



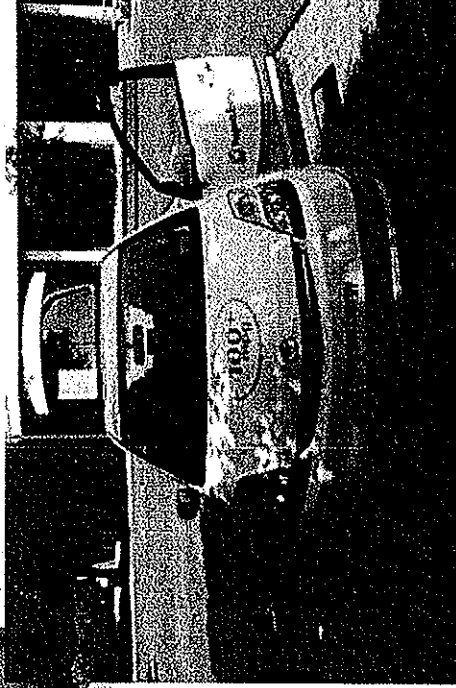
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Hands On Camps

Camp kill-A-watt



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Competitions



Sumo Bots



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Campus-Based Projects

50th Anniversary Time Capsule

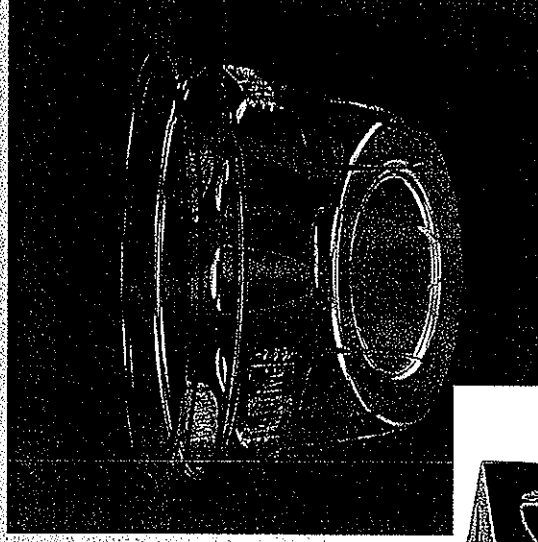
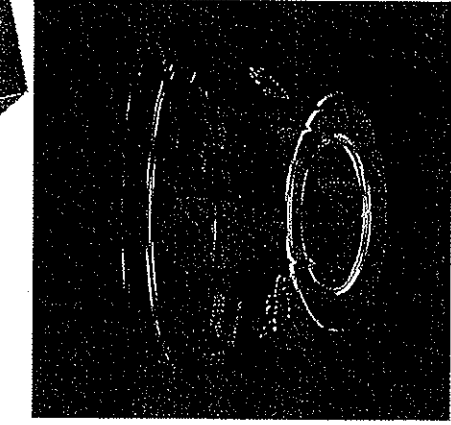
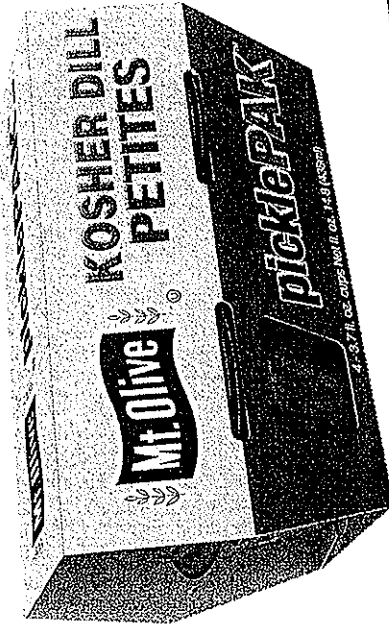


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Pickle Snack-Paks

Mount Olive Pickle Co., Inc.



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Thank You!

For more information, contact:

Angela Wall, Program Head
Industrial Systems Technology
Wayne Community College
Goldsboro, NC
awall@waynecc.edu



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Hi Allison & Kenji,

During our research for the Guidance Services study, I came across some great information regarding Seniors and a "capstone" project course outline at Summit, and I thought of you. (You may have already seen this?)

This project is a requirement to graduate from Summit.

Weblink to some examples of what students have done: <http://www2.summitcds.org/upperschool/Senior-Search.cfm>

Senior Search

Ten days of released time is provided at the end of the senior year so that the student may conclude his or her secondary school education by demonstrating responsible independence during a learning experience of his or her own design. This time is to be spent in activities that will broaden the student's learning. To accomplish this end, the project may focus on the development of an interest or skill that a student already possesses, or it may involve an initiation into an endeavor new to them. In either case, the project is to be a legitimate educational experience created and carried out by the student with the approval of the school. The project should fit one of the following categories: (a) It may be oriented to the community, involving work for a service, cultural, political or other community organization. (b) It may be apprentice-type work experience such as teacher's aide, lab assistant or hospital aide. (c) It may be primarily academic in nature — an independent study project involving interdisciplinary or in-depth study, not part of the existing curriculum.

If you would like to learn more (in-person) - we worked with Dr. Patricia White, the "principal" of Summit for our project. She was fantastic!!

Tell her I sent ya!

Hope all is going smoothly!

-Cathy Born

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Examples from Other Schools

from Princeton student handbook (edited)

IB Requirements

Summit

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Study: Senior Capstone

What are other districts doing that allow students to demonstrate their learning in a culminating project?

Resource: Kenji Matsudo, Ray Spicher
Chair: Allison Evans
Members: Scott Aaron, Janet Donaldson, Darlene Mason, Julie Sowers

Report to Commission: April 14?

Report to Board: April 18

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Appendix 2a page 1

Debha Amatya's documentary film about a group of Bhutanese refugees was a Senior Search project that took root during his own community service work in Cincinnati. Classmate Gabby Chandra turned photos of the school into a fund-raising coffee-table book "Hidden Faces and Spaces of The Summit." Previously, seniors Elizabeth Maynard and Preslee Mortenson waded knee-deep in Michigan waters to help biologists tag sturgeon while Ryan Flannery spent three weeks inside Procter & Gamble researching how RFID tags work. Other students at the private Cincinnati Catholic high school have shadowed orthopedic surgeons and Wright-Patterson Air Force Base personnel, taught English to Hispanic immigrants, worked on an Arizona cattle farm, worked at the Lindner Center with children who have psychological disorders, traveled to New York City to intern at Teen Vogue and won the cooperation of some of Cincinnati's highest profile citizens to create a booklet on leadership.

"These students really rise above our expectations each year and present very, very impressive and rich experiences," says Steve Penticuff, faculty advisor for Senior Search. Senior Search is a special opportunity outside the classroom in which students can demonstrate independent study skills by designing their own learning experience – whether they want to explore the career paths they have in mind or pursue a passion. "Senior Search shows students it's OK to take a chance," Penticuff says. "Exploring a possible career option can be valuable but so can a project that sees you in places you never saw yourself."

Debha is one senior who took a chance. "I'm not the most artistic person but I'm a big documentary film fan and I thought making a film would be challenging to make a film." "I knew it would be meaningful because I knew something about these refugees. Here in Cincinnati, most people don't even know where Bhutan is and they could have Bhutanese people living next door."

"Senior Search let me do something I wouldn't get to do in college. I'm planning to study biomedical engineering but I love photography. I took photos around the school from The Montessori to the Upper School. We made a photo book, kind of like a coffee table book, and it's being sold to raise money for a school in Guatemala that the Upper School has been sponsoring."

Gabby Chandra

Senior

Class of 2010

Appendix 2a page 2

INDIAN HILL

EXEMPTED VILLAGE SCHOOLS



SENIOR PROJECT PHILOSOPHY

The Senior Project is an alternative activity and assessment available to all graduating seniors. It is a culminating exit program which demonstrates a senior's ability to write, speak, apply knowledge, problem solve, and use the skills of time management, organization and risk taking. Seniors use a multitude of resources as they work through the four phases of the program (the proposal, the paper, the project and the presentation). Community members, as well as school and district staff, act as judges and mentors through the entire process.

Appendix 2b

TIMETABLE

February 22, 2011	Proposals due: Turn in Three copies to the front office
February 28, 2011	Evaluated proposals returned
March 1- 7, 2011	Students whose proposals need revisions MUST meet with Mr. Little and Mrs. McFarlan at least one time before submitting a revised version.
March 11, 2011	Three copies of revised proposals due: Turn in to the front office. At the top of the revised copies, you must include a concise explanation of revisions made from the first proposal.
March 18, 2011	Revised proposals accepted or rejected
April 22, 2011	Reflective Paper from field experience due. One copy to the front office AND One Copy to Faculty Advisor
May 2, 2011	Community Service due to Mrs. Silvius
May 16, 2011	Project phase begins
May 26-27, 2011	Projects presented and evaluated. Mrs. McFarlan and Mr. Little will determine the order and day of the presentations. This is nonnegotiable.
June 1, 2011	Mandatory Community Presentation from 5:00 PM to 7:00. Because of Memorial Day, the presentations are on Wednesday.

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2011 SENIOR PROJECT GUIDELINES

1. Students may choose to participate in the Senior Project option. This option is a privilege, not a right. Those participating must adhere to all guidelines. Students may be removed from the project for disciplinary reasons. If not participating in the project, students are expected to attend all of their classes. Interdisciplinary projects will be designed for those students in senior only classes.
2. Every project must have a faculty advisor and a mentor. Students are advised to work closely with their faculty advisor to make certain that all deadlines and specifications are met. To avoid a conflict of interest, parents may not serve as their student's mentors. If students need help finding a mentor, they should see Mrs. McFarlan or Mr. Little.
3. **Deadlines are non-negotiable. If students miss deadlines, they will be removed from the project.**
4. All course work must be completed before students leave for the project phase on **May 16, 2011**. Students failing a course for the year **or fourth quarter** will not be allowed to participate in the project.
5. All community service must be completed and submitted to Mrs. Silvius by **May 2, 2011** in order to leave for the project phase.
6. Students who are not completing project work in a satisfactory manner will fail the project and will be required to return to school. At the teachers' discretion, these students may be required to take an exam.
7. Each applicant **or** group must prepare three copies of the same project proposal. Keep a fourth copy for personal records.
8. A committee will review all proposals. Projects may be *accepted, accepted with revisions, or rejected*. **Incomplete or poorly constructed proposals will not be evaluated, and the group members will not be allowed to continue with the project.** It is important to work with faculty advisors and to budget time.
9. If a proposal is returned for revision, three copies of a REVISED proposal are due to the front office on March 11, 2011. All students who need to revise proposals **MUST** meet with Mr. Little or Mrs. McFarlan at least one time before submitting a new version. **Revised proposals should include a brief explanation of how the revised version is different from the first one. Students should keep one copy for personal records.**
10. **Proposals must be typed and follow the prescribed format.**

RESEARCH PHASE

10. *Each* person in a given project must complete eight hours of field experience pertaining to his/her topic. This is not a group activity. Work should be done with either the mentor or with someone certified in the area of the project. At the conclusion of the field experience **EACH** student will write a three page typed reflection of his or her work. For example, if the group has four members, four different papers will be turned in to the front office.

11. On **April 22, 2011** one copy of the paper is to be given to your faculty advisor and the front office. The faculty advisor, Mrs. McFarlan, and Mr. Little must all validate satisfactory completion of the field experience and the paper.

12. Students must complete the field experience and paper in order to continue in the Senior Project.

PROJECT PHASE

13. Between **May 14 and May 26, 2011** students must devote a total of 48 hours to the project. **Time spent before May 14 does not count towards the 48 hours.** This time should not include lunch or travel time. Students must make-up time missed because of illness, family obligations, etc. Time spent preparing the presentation *does* count toward the 48 hour total.

14. Students may **NOT** be paid for their work. Part-time jobs must be scheduled around the project obligations.

PRESENTATION PHASE

15. Projects will be evaluated over two days, **May 26-27** Mrs. McFarlan and Mr. Little will determine the order and day of the presentations. This is nonnegotiable.

17. Projects will be evaluated as either an *excellent, pass, or fail basis*. For the truly exceptional project, the category of *distinguished* may be awarded. The results will be printed on transcripts. Participants who **fail** the project will be required to return to school on **May 31 through June 3**. During this time students will work under the direction of Mrs. McFarlan and Mr. Little to improve the project to a passing level.

18. **All students** are required to be present for a community showing of projects on **June 1, 2011**. Plan work schedules accordingly.

19. You must have your papers and time sheets for the judges.

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Senior Project Proposal Tips

The following are a few of the common weaknesses that have plagued past proposals.

Topics – Do not choose a topic on which you are already an expert. Judges will evaluate you on evidence of new learning. Choose a project that excites you.

Groups – You may work alone or with a group. Do not choose a project because you want to be with your friends. Choose a group and project based on mutual interests. Limit group size to no more than four INTERESTED people. If the scope of your project warrants more members, you must have that approved by Mr. Little and Mrs. McFarlan. Let the project's goals and desired outcomes guide you.

Professional Quality – Proposals **MUST** be typed and proofread. Judges are busy professionals and have little patience for sloppy work.

Proposal Format: **YOU MUST USE THE FORMAT IN THIS PACKET.** For the Month-by-Month Schedule, do not merely reprint the schedule from the senior project handout. Tell us specifically what you plan to do. Plans might, and probably will, alter as the project unfolds, but you need an initial game plan with specific activities. Keep in close contact with your faculty advisor and mentor about any changes you make.

Goals - It is a tricky business to formulate goals that are specific enough to complete in two weeks, but at the same time are substantial enough to satisfy the 48-hour requirement. The goals should also match the activities and desired outcome.

Signatures – You **MUST** have all signatures on the proposal. If your mentor is frequently out-of-town, start NOW. Faxes are acceptable. They must indicate that you have spoken with the person and that s/he is aware of the nature of the project.

Mentor – REMINDER: The mentor must have some expertise in your field of study. S/he does not need to be with you at all times, but rather be available to give you guidance and pertinent information when needed. Parents may not be mentors.

Out-of-Town Projects – A parent or person of that age group must accompany students on out of town ventures. You still need an "expert" mentor. The parent/adult is needed for liability reasons. Even if you are 18, the school cannot waive its liability for your safety. Out of town projects are screened carefully for their educational value. **IF YOU PARTICIPATE IN A SPRING SPORT, DO NOT PROPOSE AN OUT-OF-TOWN PROJECT!!!!**

Presentations – You will have 20 minutes for a group presentation to a panel of two to three judges. You need to have a well-planned oral component. Judges will not have time to look at an entire scrapbook or listen to a complete piece of music. They are interested in what you learned and the process involved. Make clear in your proposal the specific plans for your presentation.

Field Experience and Paper – This component seems to have the most confusion attached to it. Please clarify in your proposals exactly what you will do for 8 hours of exploratory work. Remember that the field experience should give you some initial experience with your topic. You will write a 2 – 3 page reflective paper on the field experience. The paper is due on May 3 2011. These papers will be read for both content and mechanics. Your faculty advisor, Mrs. McFarlan, and Mr. Little will read these papers.

Legal Issue – If you plan to photograph, interview, videotape or in any way identify people involved in your project, you **MUST** obtain a release form from them. Please indicate in your proposals that you are aware of this federal law and that you will comply. The form is available in Blackboard.

SENIOR PROJECT PROPOSAL

PROJECT MEMBER(S):

PROJECT TITLE/SUBJECT _____

NAME OF FACULTY ADVISOR _____

NAME OF MENTOR _____

MENTOR'S TITLE OR POSITION _____

MENTOR'S ADDRESS _____

MENTOR'S PHONE _____

COMPANY OR INSTITUTION WHERE WORK WILL BE DONE _____

ADDRESS _____

PHONE WHERE STUDENTS CAN BE REACHED DURING PROJECT

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Project Proposal Format (Add Title for Project)

Type a brief description of the project: (50 to 100 words)

- I. Goals
 - A.
 - B.
 - C.
- II. Questions to Explore **or** Skills to Acquire
 - A.
 - B.
 - C.
- III. Detailed Description of the eight hour field experience
 - A.
 - B.
 - C.
- IV. Month-by-Month Schedule
 - A. February
 - 1.
 - 2.
 - 3.
 - B. March
 - 1.
 - 2.
 - 3.
 - C. April
 - 1.
 - 2.
 - 3.
 - D. May
 - 1.
 - 2.
 - 3.
- V. Plans and Format for Presentation (include equipment needs)
 - A.
 - B.
 - C.
 - D.
- VI. Qualifications of Mentor
 - A.
 - B.
 - C.

STUDENT NAME _____

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TO STUDENT:

I agree

- to adhere to the goals and activities in the project guidelines;
- that it is my responsibility for transportation to and from the project site;
- that this is a school-sponsored activity and all regulations in the Student/Parent Handbook are applicable.

STUDENT SIGNATURE _____

TO PARENTS/GAURDIANS:

I have read the guidelines and Project Proposal and have discussed them with my son/daughter. I realize that the school cannot directly supervise him/her and understand that the school will not be held liable for any injuries that he/she may sustain as a result of this project. My son/daughter has permission to participate in the Senior Project.

PARENT SIGNATURE _____

TO FACULTY ADVISOR:

I have read the responsibility as faculty advisor for _____ (name). I will advise and assist throughout the project. I will contact the on-mentor before the project begins and as needed during the project phase. I have read his/her proposed project. I approve it and will fulfill my obligations as outlined in the Role of Faculty Advisor.

FACULTY ADVISOR SIGNATURE _____

TO THE MENTOR:

I have seen a copy of the guidelines for the Senior Project at Indian Hill High School and have been given a copy of the Role of the mentor. _____ has discussed with me the goals and objectives of the project. I have read his/her proposed project. I approve it and will fulfill my obligations as outlined in the Role of the Mentor. I will NOT remunerate him/her in any way, now or in the future, for services rendered during this project.

MENTOR SIGNATURE _____

THE ROLE OF THE FACULTY ADVISOR

THE FACULTY ADVISOR WILL:

- remind student(s) of the importance of all deadlines;
- act as consultant to a student or group of students in preparing a proposal;
- act as consultant to each student in the group as he/she prepares his/her paper;
- act as liaison with the on-mentor throughout the project;
- verify the hours spent on site and in preparation for the presentation;
- act as a consultant in the preparation of the presentation;
- read and evaluate papers from the 3rd quarter field experience.

THE ROLE OF THE MENTOR

- work with the student(s) to define the coordinator's availability and involvement in the project
- articulate to the student(s) the job description and exceptions;
- complete an evaluation form at the conclusion of the project;
- verify the hours spent on site;
- read and evaluate the paper (if time allows).

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INDIAN HILL HIGH SCHOOL

SENIOR PROJECT TIME SHEET (Must be given to judges at your presentation)

DATE	ARRIVAL	LUNCH	DEPARTURE	HOURS
Sat., May 14	_____	_____	_____	_____
Sun. May 15	_____	_____	_____	_____
Mon., May 16	_____	_____	_____	_____
Tues., May 17	_____	_____	_____	_____
Weds., May 18	_____	_____	_____	_____
Thurs., May 19	_____	_____	_____	_____
Fri., May 20	_____	_____	_____	_____
Sat. May 21	_____	_____	_____	_____
Sun., May 22	_____	_____	_____	_____
Mon., May 23	_____	_____	_____	_____
Tues., May 24	_____	_____	_____	_____
Weds., May 25	_____	_____	_____	_____

Although I might not have been present for all of the work, I feel comfortable verifying that _____ (student name) completed a project that would require the amount of time listed on this form.

Signature of Mentor _____

Signature of Faculty Advisor _____

You may put the names of all group members on this page.

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Cincinnati Country Day School Senior Project Program Class of 2011

The Senior Project program is your opportunity to more fully explore an area of personal interest. Completion of this project is a graduation requirement. Projects can take many different forms; however, for a project to be acceptable there must be bona fide educational value. The Senior Project Review Committee will review your electronically submitted proposal and will either approve it or return it to you for revision.

In this packet, you will find details concerning both the expectations and procedures you will need to follow. Read this information carefully. If you have any questions, please see Mr. Carey.

Appendix 2c

The Schedule

Monday, January 31st 2011

- Senior Project Proposal Forms E-Mailed to Seniors

Monday, February 28th 2011

1. Project proposals must be e-mailed to Mr. Carey by 3:30pm.
2. All project proposals will be individually reviewed by the Senior Project Review Committee (S.P.R.C. Members are Mr. Carey, Ms. Luebbers, Dr. Martin & Ms. Floyd).
3. *Failure to electronically submit a project proposal to Mr. Carey by the above date and time will result in an indefinite suspension of Senior Privileges effective Tuesday, March 1st.*

Friday, April 1st, 2011

- Approved Senior Project Proposals E-mailed to Students & Parents

Students with Senior Project Proposals in need of modifications will meet with a member of the S.P.R.C. to discuss ways to make their proposal viable and/ or to develop a new proposal.

Friday, April 29th, 2011

- All Senior Projects Submitted, Reviewed, Approved, and Returned

Students with project proposals still outstanding at this time for reasons within their ability to control risk losing their Senior Privileges indefinitely starting Monday, May 2nd.

Wednesday, May 18th through Thursday, June 2nd, 2011*

*Senior Projects may begin on Wednesday, May 18th upon completion of the following:

- Final Exam (If Applicable)
 - Completion of CPR Class (If Necessary)
 - Clapout & Senior Class Picnic
- Complete Senior Project (40 Hour Minimum)

Thursday, June 2nd, 2011

1. All agreed upon submissions must be delivered to Mr. Carey no later than 3:30 pm on this date. They will be evaluated on a pass/fail basis.
2. Each student is to complete a project supplement, i.e. a written reflection, a journal, Power Point presentation, photo album, compact disc recording or digital video.

Formal Guidelines

1. Senior Projects must be credible and are to be considered a bona fide learning / growth-oriented proposition.
2. A "learning to...." Senior Project must involve a legitimate class and / or formal instruction that is verifiable.
3. Projects involving travel will be evaluated on a case-by-case basis. Senior Projects involving travel simply for the sake of travel / tourism are not acceptable.
4. The maximum number of participants in a Senior Project is four (4).
5. All projects will be assigned a project advisor.
6. Your project is not to be a job. **YOU MAY NOT RECEIVE PAYMENT FOR ANY PROJECT.**
7. You may not work with or for any member of your immediate family.
8. You must work on you project for a minimum of 40 hours. In the past, some seniors have begun work on their projects before the two weeks already set aside. This is perfectly fine; however, it's worth noting that you must still log 40 hours during the project period itself.

The Evaluation

- **SUCCESSFUL COMPLETION OF THE SENIOR PROJECT IS A GRADUATION REQUIREMENT.** At the end of the project period, your work will be evaluated. If your project is not acceptable, you will be required to complete another project over the summer before receiving your diploma.

Senior Project Survey 2010

Objective

- To review the CCDS Senior Project both conceptually and logistically in an effort to assess the extent to which it supports Upper School curricular objectives as well as the school's mission.

Review Process

- Research the essential features of Senior Project / Senior Service programs at comparable independent schools regionally and nationally.
- Discuss information with faculty, student, and parent constituencies soliciting their feedback.
- Develop a timeline for implementing approved conceptual and logistical changes.

Key Areas / Key Questions

- Should the CCDS Senior Project center more on the school's stated mission of service to others?
- If Senior Projects do not center on service, should additional guidelines be instituted?
- What is an appropriate number of hours and when is the best time for project implementation?
- What are the best ways to handle the logistics of conceiving, executing, and assessing a project?

Senior Project Summaries

The Cincinnati Country Day School (Cincinnati, OH)

- **Concept / Rationale**
 - The Senior Project program is an opportunity to explore an area of personal interest. Completion of this project is a graduation requirement. Projects can take many different forms; however, for a project to be acceptable there must be some educational value.
- **Number of Hours:** 40
- **Timing:** Late Spring (Approximately two weeks prior to graduation)
- **Project Advisor:** Yes
- **Logistical Oversight & Assessment:** Senior Dean of Students
- **Restrictions / Conditions**
 - No remuneration
 - Project advisor may not be an immediate family member
 - Hours accrued on service-oriented projects do not count towards a student's 90 hour Community Service graduation requirement

Some examples of Senior Projects recently completed by CCDS graduates include:

- Learning Japanese
- Building a working scale model of a trebuchet
- Student teaching with a CCDS Lower School Teacher
- Skydiving Lessons
- Writing and performing a one act play

The Seven Hills School (Cincinnati, OH)

- **Concept / Rationale**

Appendix 2c

- The Personal Challenge, a Seven Hills Upper School graduation requirement, is based on the belief that students learn best by doing. Guided by faculty advisors and parents, students design and carry out a project that stretches them, and encourages them to move beyond previous or perceived boundaries or limits. Students should initiate, design, and complete their own Challenges. Challenges should stretch students, encouraging them to move beyond previous or perceived boundaries or limits.
- **Number of Hours:** 30 Hour
- **Timing:** Ongoing
 - The process starts freshman year and is expected to be completed by the end of the junior year. As seniors, students first defend their project and, once successfully done, present their project to the larger community.
- **Project Advisor:** Yes
- **Logistical Oversight & Assessment:** Committee comprising student's academic advisor, a second advisor of their choice, and a randomly assigned third advisor.
- **Restrictions / Conditions**
 - Challenges may not be dangerous.
 - Challenges must be successfully defended and presented

Some examples of personal challenges recently completed by Seven Hills graduates include:

- learning the basic positions and techniques of ballet and writing a paper about the history of dance
- writing a novella about the lives and relationships of three friends attending a Connecticut boarding school
- planning and undertaking an intensive conditioning regimen in order to qualify for the Stingray Diving Team
- training to become a certified Spinning instructor in order to teach teen Spin classes
- learning the difficult art of glass blowing through classes at the Cincinnati Art Academy
- designing four web sites
- researching and cultivating from seed a vegetable garden
- learning carpentry, then constructing a 10' x 6' deck with two staircases at the back of his house
- researching the history of the yo-yo, mastering 25 tournament tricks, and teaching a yo-yo workshop to underprivileged children
- studying Tae Kwon Do
- For more information visit
<http://www.7hills.org/podium/default.aspx?t=46526>

The Summit Country Day School (Cincinnati, OH)

- **Concept / Rationale**

2c page 1

- Ten days of released time is provided at the end of the senior year so that the student may conclude his or her secondary school education by demonstrating responsible independence during a learning experience of his or her own design. This time is to be spent in activities that will broaden the student's learning. To accomplish this end, the project may focus on the development of an interest or skill that a student already possesses, or it may involve an initiation into an endeavor new to them. In either case, the project is to be a legitimate educational experience created and carried out by the student with the approval of the school.

- **Number of Hours:** 40
- **Timing:** Late Spring (5/3 – 5/20)
- **Project Advisor:** Yes
- **Logistical Oversight & Assessment:** Steve Penticuff - Assistant College Counselor & Faculty Review Committee

- **Restrictions / Conditions**

- The project should fit one of the following categories: (a) It may be oriented to the community, involving work for a service, cultural, political or other community organization. (b) It may be apprentice-type work experience such as teacher's aide, lab assistant or hospital aide. (c) It may be primarily academic in nature — an independent study project involving interdisciplinary or in-depth study, not part of the existing curriculum.

- Project must be presented to and passed by Senior Search Review Committee

- No remuneration.

- Some examples of Senior Search projects recently completed by Summit graduates include:

- Unpaid three week internship at P & G e-commerce division.
- Shadowing an orthopedic surgeon at Cincinnati Children's Hospital
- Organizing a benefit concert in support of the Restavec Foundation
- Shadowing at Wright-Patterson Air Force Base
- Volunteering at Su Casa Health Center

Cincinnati Hills Christian Academy (Cincinnati, OH)

- **Concept / Rationale**

- Winter Term is the two-week period each January when our high school students break away from the traditional classroom and enjoy in-depth, experiential learning in a particular area of interest. Students in grades 9-12 choose from experiences and trips that take place both on and off CHCA's campus. This format allows students to take advantage of resources beyond the school setting, to experiment with different styles of learning, grow as leaders, reach out to others and appreciate other cultures and places.

- Teachers design courses, announced in late April, that cover a wide range of interests, from mission projects and cultural/curricular extensions to leadership development and career exploration. CHCA is committed to providing a range of costs and experiences for students: two-thirds of all 2009-10 Winter

Term offerings are \$500 or less with 50% costing less than \$100. Winter Term Scholarships are available for one of the four years to students who meet the criteria. Course Options Sheets should be submitted to the Guidance Office within two weeks of the course announcements; once student enrollment is complete, some courses with low numbers may be cancelled.

- **Number of Hours:** 2 Weeks
- **Timing:** Early January
- **Project Advisor:** Yes
- **Logistical Oversight & Assessment:** Guidance Office & Sponsoring

Teacher

- **Restrictions / Conditions**
 - All students grades 9 – 12 participate each year
 - Graduation requirement
 - Calculated into GPA w/Numerical grade & .25 credit
- **Winter Term 2010 Course Descriptions**

Serve Cinci: The Elderly

Serve Cinci: School Volunteers

Serve Cinci: Headstart Preschool

Serve Cinci: Hospitals

Just Desserts

Teton Science Center, WY

Monterrey Mexico Mission Project

Appalachian Mission Project

ENCORE/EJO Performance Tour: Charleston SC & Orlando

Health

Chicago Su Casa Mission Project

Jamaica Mission Project

Culinary Arts (Chicago 3 days)

Costa Rica Mission Project

Career Internship For more information on CHCA Winter Term visit: <http://www.chca-oh.org/contentPage.aspx?pageId=26133§ionId=778>

Sidwell Friends School (Washington, DC)

- **Concept / Rationale**
 - All members of the senior class are required by the School to complete a senior project in order to graduate. Projects take the place of the academic day (8:00am to 2:30pm), and so are expected to be appropriately rigorous in terms of time and energy (approximately 30 hours/week). The four weeks allotted for Senior Projects represent an opportunity to engage in an edifying and fulfilling activity.
- **Number of Hours:** 30 Hours per Week / 4 Weeks
- **Timing:** May 1st – May 30th (Project Selection Process Begins in January)
- **Project Advisor:** Yes (Senior Project Committee Member*)

*The project advisor is one of the approximately 15 Senior Project Committee Members. Each member of the committee is assigned 7 – 10 projects and works with the students to develop a viable proposal and end presentation.

- **Logistical Oversight & Assessment:** Senior Project Committee

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- **Restrictions / Conditions**

- Projects without signatures (on and off-campus supervisors, parents) will not be accepted. **YOU MUST LEAVE SUFFICIENT TIME TO GET THESE SIGNATURES IN ORDER TO HAND IN YOUR PROPOSAL ON TIME.**

- Off-campus supervisors must be made aware of the requirements of your project. They must be willing to be responsible for your project, by overseeing it or engaging in the same activity for approximately six hours per day.

- Students must not be paid for project work.

- Projects must not involve travel outside the Washington DC area.

- Projects must entail approximately 30 hours/week of work

- Group projects are limited to three students. Each student in a group must hand in a separate proposal form describing the project and his/her role in it. The Project Committee will consider each member of the group individually and might not approve the project for all applicants. If a group of more than three is necessary for a project (a play, for example), the Committee may make exceptions.

- Projects must not involve significant expense.

- If a project involves the construction of an item, you must donate the item to an appropriate charitable organization.

- Students preparing for AP Examinations must design a project that will allow them to attend the necessary classes to prepare for the examinations or make other arrangements with the teacher. Students may do fewer than six hours of work per day on their projects during the period in which they are preparing for AP exams.

- Sidwell strongly recommends that its students consider projects on one of the four following areas:

- **INTERNSHIPS** — Projects of this sort include interning with a wide variety of business, artistic, educational or government organizations. Consider also apprenticeships with chefs and photographers.

- **COMMUNITY SERVICE** — Projects in this area allow you to expand your involvement with community service organizations. Work with organizations not ordinarily permitted by the school will be allowed as senior projects (e.g., a humane society).

- **DRAMATIC PRODUCTIONS OR MUSICAL RECITALS** — Projects in this area include writing, directing, and/or performing in a dramatic production, or performing new pieces on an instrument that you already play.

- **OTHER PROJECTS** — If you have an idea for a senior project that does not fall within the suggested areas, please note the following: the acceptance of video, photography, and group projects (other than dramatic productions) is limited due to the complicated nature of their planning. Seniors who still wish to try such projects are advised to submit detailed day-to-day schedules and a description of the desired product. Any script-writing needs to be completed early and submitted with the proposal.

- All projects are presented to the full Senior Project Committee over a series of predetermined days the week before graduation.

- For more info. visit:

<http://www.sidwellfriends.com/seniorprojects.php?info=general.php>

Pingry School (Martinsville, NJ)

- **Concept / Rationale**

- ISP offers an opportunity for all Form VI students in satisfactory academic and disciplinary standing to complete their Pingry education outside of the school. Seniors apply to participate in a project of their own design by submitting a proposal to the ISP Committee. The ISP experience should offer students an opportunity to learn a new skill or trade, to participate actively in real-life situations in business, the arts, or a vocation, and to continue to broaden their knowledge while learning its practical application. Pingry believes this kind of experience enriches an education by requiring students to employ both new skills and previously learned concepts and to display a high degree of responsibility in the workplace. It also helps students evaluate their own areas of interest and expertise for college and career. Students engaged in both on-campus and off-campus projects will still be expected to participate in all after-school activities such as athletics. Seniors must also complete their community service requirements before starting their ISP. All seniors are expected to participate in ISP, and successful completion is a requirement for a Pingry diploma. Students will outline and propose their ISP beginning in December of their senior year and fulfill their proposals during the month of May—in lieu of attending classes—according to a timeline provided by the ISP Committee. Some students' startup dates may be adjusted to accommodate A.P. commitments.

- **Number of Hours:** Five hours per day, five days a week, for four weeks

- **Timing:** May 3rd – June 4th

- **Project Advisor:** Yes

- **Logistical Oversight & Assessment:** ISP Oversight Committee

- **Restrictions and Conditions**

- May not work from home
- May not work directly for a parent
- May not receive payment
- Travel for the sake of sightseeing is not considered valid.
- Must be in good academic standing and no incompletes
- Must also complete Community Service Requirement
- Written Proposal Submitted in December / Approved by February
- Formal Presentation & Written Submission

- For more info. visit: <http://www.pingry.org/page.cfm?p=405>

Senior Project Proposal

Above all, this proposal calls for specificity! Please take time to fully acquaint the Senior Project Review Committee with the exact details of your Project Proposal.

A fully completed proposal must be electronically submitted to Mr. Carey no later than Monday, March 1st at 3:30pm!

Introduction / Rationale

Explain the motivation behind your project. Why do you want to do what you want to do? What are you looking to get out of this experience? (3-4 Sentences Minimum)

Project Description

Below, please describe in full detail every aspect that applies to your project including:

- *Precise Starting Date:*
- *Ending Date:*
- *Key Benchmark Dates and Times*
- *Class / Instructional Info. w/full contact information (if applicable)*
 - *Name of Class:*
 - *Name of Instructor:*
 - *Address:*
 - *Phone:*
 - *E-Mail:*
- *Travel Information (if applicable)*
 - *Travel Dates:*
 - *Flight Information:*
- *List All Materials Needed for Project Completion:*
 -
 -
 -
- *Total Estimated Cost of Senior Project:*
- *Additional Project Information:*

2C page 6

Project Participants

1)

2)

3)

4)

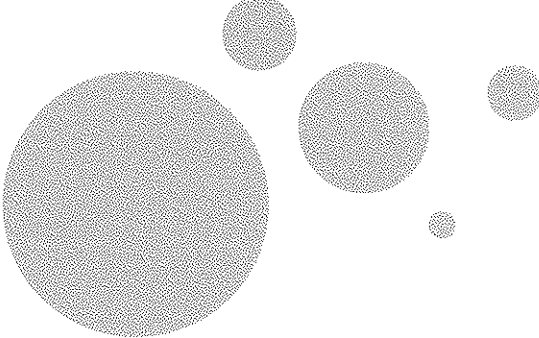
Project Advisor (T.B.D.):

- *Your project will be assigned to one of the four members of the Senior Project Review Committee (S.P.R.C.) for ongoing guidance and oversight.*
- *Depending on the project, an outside project advisor who is not an immediate family member may also be involved.*

Project “Product”

- *At the minimum, all students will submit a two page written reflection on their project experience.*
- *Depending on the nature of the project there may be other tangible products including, but not limited to:*
 - *Digital notebooks*
 - *Scrapbooks*
 - *Audio Recordings*
 - *Video Recordings*
 - *Artistically-oriented creations / compositions.*
 - *Mechanically-oriented creations*
 - *Certifications / Credentials*
- *Please list any of the above (or anything not listed) that applies to your project:*
 -
 -
 -

2C page 7



LOVELAND HIGH SCHOOL BIOTECHNOLOGY PROGRAM

Mr. Jamie Allison

*Appendix 2d
(pages of original presentation removed)*

HOW DID LHS GET INVOLVED?

- Tech Prep Consortium invited school Guidance Counselors to P & G Pharmaceuticals program presentation in Dec 2004
- Program resulted in curriculum meeting at high school in Jan 2005
- Addition of program was approved by the District Curriculum Director and Superintendent

COURSE REQUIREMENTS

• Prerequisites

- “C” or better in Geo. Physical Science
- “C” or better in Biology
- “C” or better in Alg. I
- “C” or better in Geometry

• Co-requisites

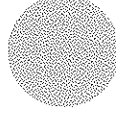
- Chemistry (take or have taken)
- Algebra II (take or have taken)

• Must Commit to taking a 4th year of math

2 d page 3

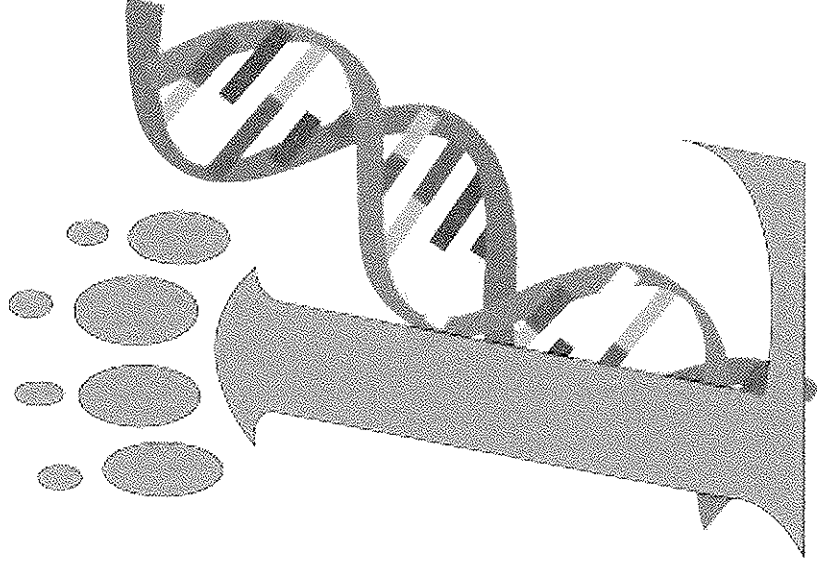
PROGRAM LAYOUT

- * Biotechnology 1 – Term 1 Junior Year
- * Biotechnology 2 – Term 2 Junior Year
- * Biotechnology 3 – Term 3 Senior Year
- * Biotechnology 4 – Term 4 Senior Year
 - Students must take all 4 classes
 - Classes are limited to 22 students
- * Proteomics – Ind. Study – Students that wish to have a bit more time to work on their Senior Capstone Projects.



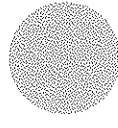
PROGRAM HISTORY

- Spring of 2004
 - Program Offered
- Fall of 2005
 - First class of Juniors



BIOTECH

2d pag 5



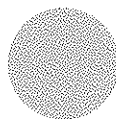
- Spring of 2006
 - First graduating class
 - Total Scholarships Offered
\$7,500.00
- Spring of 2010
 - Fourth graduating class
 - Total Scholarships Offered
\$223,000.00

2d page 6

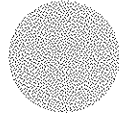
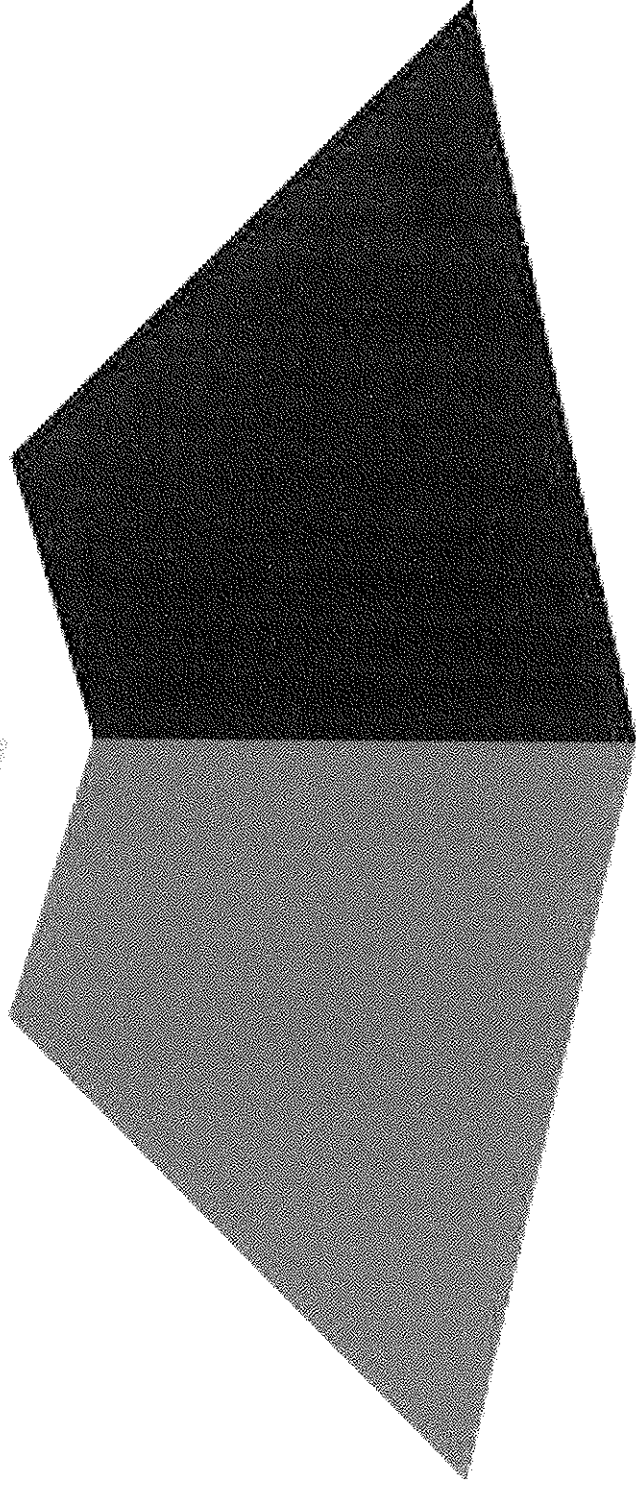
THE CORE

- Standard Laboratory Operating Procedure, Microbiology, Nucleic Acids, DNA Manipulation (rDNA), PCR, Proteins, Transformation, Immunology, & Forensics

2d page 7



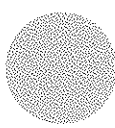
SENIOR YEAR CAPSTONE



2d page 8

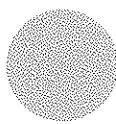
- The Senior Capstone process drives the research and laboratory experience throughout the senior year.

2d pag 9



- This Capstone demands authentic assessment that is paramount for ensuring quality within bioscience workforce operations.

2d page 10



Madison Junior Senior High School

Senior Exit Project

(Middleton)

What is The Senior Exit Project?

The answer to this question differs depending on with whom you are speaking. It is important to a number of people, especially these three groups:

- *To you, the student, it is an opportunity...*
 - To earn the ½ credit of your 4 ½ English credits required for graduation from Madison High School.
 - To cultivate what you have learned not only in your English courses but also in your Social Studies, Mathematics, Science, Art, Music, Computer, Business, and other elective courses during the last four years. Truly over the last twelve years.
 - To share what you know and can learn about a subject or topic that is important to you, our community, our state, our country, and even our world.
 - To begin to understand what an independent learning environment is, how to work within this environment, and gain invaluable skills that will benefit you after graduation including research, organization, using technology, interpersonal communication, cooperation, service, public speaking and how to create a strong image.
 - To find your place in our local and global community through job shadowing and public service.
 - More than anything else – this project gives you the opportunity to prove you are ready to “exit” high school and enter the next phase of your life, wherever that takes you, while allowing your teachers, classmates, friends, and family help you celebrate your accomplishment.
- *To your teachers, it is a way...*
 - To truly evaluate on an individual basis what you have learned and are capable of learning.
 - To help you understand the complexity of your role in the world now and in the future.
 - To help you gain important lessons in what behaviors and requirements a work and college environment will require.
 - To help you learn to communicate your ideas effectively, efficiently, and professionally
 - To share with the community the capabilities of our students
 - To solidify our beliefs that you have the skills to graduate and be successful
- *To the Madison Township Community and surrounding areas, this project...*
 - Allows them to have positive interaction with high school students by sharing experiences, exchanging knowledge, and finding similarities through a similar interest.
 - Gives them the opportunity to see exactly what Madison High School students are capable of producing based on the education they have helped to provide.
 - Creates a positive, professional image of students, facilities, and district.
 - Has become a “tradition”, and is a rite of passage our community holds in high regard.

Appendix 2e

Madison Junior Senior High School Senior Exit Project

How will my classmates and I accomplish our senior exit projects?

Your projects will be completed both inside and outside of class time. Your teachers will provide basic materials and facilities. If you choose to do a project, which requires other extended materials, equipment, or facilities, you will be required to provide those items. This project is to be completed in a professional manner and students completing the project are to follow the rules of professional workplace conduct. According to Gerry Charlotte Phelps, author of Up and Out, there are guidelines you need to follow to be a “*minimally acceptable employee*”. They include:

- | | |
|------------------------------------|----------------------------|
| 1. Show up and be on time | 8. Be courteous |
| 2. Do what is asked of you | 9. Be neat and orderly |
| 3. Dress appropriately | 10. Be gracious |
| 4. Do not insult people | 11. Be dependable |
| 5. Be reliable | 12. Be honest and truthful |
| 6. Be industrious (always on task) | 13. Do not be resentful |
| 7. Have a good attitude | 14. Be well organized |

During Senior Exit we expect you to learn strong workplace habits including the above. We have developed a few other rules as well:

Our office procedures:

1. No tardies – come in and get right to work
2. Set a daily goal – and accomplish it
3. Respect equipment, time, and routines
4. Work only on official “Exit” business- no games, personal email, etc.
5. If you need to talk to someone, please be polite and say excuse me.
6. Try not to interrupt those who are “on a roll” and getting things done
7. Speak quietly – no yelling across the room. If you must speak with someone, please move across the room to talk to them.
8. Do not carry on long personal conversations- they are annoying, distracting and inappropriate during “work” time. NO cell phones or “texting” during class either.
9. No food or drink.
10. Clean up your work area- do not leave the classroom until your area is clean.

Consequences may include, but are not limited to:

1. Lose daily attendance points (warning)
2. Detention (morning only) and loss of points
3. Phone call home, detention, and loss of points
4. Office referral

Necessary supplies should be brought to class daily. These include folders, research materials, handouts, assignments, etc. **YOU MUST PROVIDE A FLASH DRIVE FOR THIS CLASS.** Always save your work in at least two places. Lack of supplies is a reason for discipline.

2e page 2

Madison Junior Senior High School Senior Exit Project

So what do we actually have to *do* to complete a Senior Exit Project?

There are a number of requirements to complete your project; some have changed – so pay attention. Here are the basic requirements and point values. Keep in mind these assignments are evaluations of progress and you must progress to be evaluated. This means you have to work steadily toward these deadlines on a DAILY BASIS. As we get started in each part of the class you will be given more details about each assignment.

Assignment	Points available	Due date
Attendance (3 points a day)	276	Taken each quarter
Essential Research Question	20	1/19/10
Proposal	100	1/21/10
Research Plan	30	1/21/10
Research card check (7 source & 29 data)	50	2/1/10
Annotated Bibliography	84	2/4/10
History minipaper	50	2/8/10
Science minipaper	50	2/10/10
Math minipaper	50	2/16/10
Technology minipaper	50	2/12/10
Media minipaper	50	2/18/10
Art minipaper	50	2/22/10
Rough Draft with outline	150	3/3/10
Service Speech and Verification	150	3/10/10
Final Draft	300	3/22/10
Presentation outline and plan	50	3/31/10
Practice presentation	50	4/12/10
Final presentation	400	4/19/10
Introduction and reviews	50	5/21/10
<i>Total points</i>	<i>2010</i>	

Attendance

You will earn three points each day of class, based on your promptness, attendance, and behavior. Just like a performance evaluation from an employer, these points are a basis for your overall grade. They are easily earned by doing what is asked of you each day, but also easily lost by poor workplace (classroom) behavior. Your teacher may take these points away for any infraction of the guidelines. You will notice a large number of points come from attendance. Make up time will not be as easy to come by this year with no study halls available. We will inform you of attendance make up policies as necessary.

Essential Research Question

To fulfill the first challenge of your SEP, and one of the essential skills, you must create an essential question. This seems easy, but often gives students the most trouble. There are numerous ways to develop this question. Some students have a topic when they walk in to the class. Others have no idea even where to begin their senior exit project. Then there are the ones

Madison Junior Senior High School Senior Exit Project

in between. Regardless of where you fall, the first step of your project is to develop a strong research question. Keep in mind the topic has to be something you want to know more about. If you choose something you don't like or already know too much about, you are setting yourself up for a "not so fun" semester.

You need to have a basic question to begin your research, but do not have to finalize it until after you have completed some research. In a class discussion, we will spend some time brainstorming and bouncing ideas off each other.

Proposal

A formal proposal, like your SEP proposal, is used to convince someone or a group of people that your cause is worthwhile and they should invest time, money, etc in it. They are generally written in formal language and include specific information important to the reviewer. This proposal is your chance to share your passion about your topic with your teacher. Tell us what you envision. Your purpose is to convince your teacher(s) that your essential question is worth the time and effort of your study.

Research Plan

This is a guide you will use for researching your question. It is a "pre- research" tool. Its goal is to create questions you need to answer about your topic before writing each minipaper. These questions will guide your research and narrow your focus to help you be more efficient when researching.

Research Cards

You will be asked to use note cards to collect the research you plan to use in your paper. This assignment requires you to have 7 source cards and 29 note cards. Source cards will be worth 3 points. A three point source card will be written in correct MLA format, lettered appropriately, and relevant to the topic. A note card is worth one point. A full credit note card will be in correct MLA format with the appropriate source letter and number, include relevant information you will use to write your paper, and a designation of whether it is a direct quote, paraphrase or summary. All research cards should have your last name and class period on the bottom left corner of the backside.

Annotated Bibliography

An annotated bibliography helps you learn to write about your research in a meaningful way. Essentially it is a summary of your resources, what they include and how it is relevant to your research. It follows MLA format and will be based on the academic areas of your research. It will include seven annotations worth 12 points apiece. Each annotation has a correctly formatted MLA citation and a paragraph style description, which includes specific information about the source.

Minipapers

These minipapers focus on specific skills needed for your entire project to be successful. These six papers will allow you to practice writing about your topic formally using research before

2e page 4

Madison Junior Senior High School Senior Exit Project

constructing your final paper. These will be important pieces to use in your overall paper, so it is imperative you write them carefully and on the given time line.

Rough Draft

Your rough draft is just that: a rough draft. It should be in MLA format and encompass all of your essential skills, a strong introduction, and conclusion. It should have a works cited, internal citation, and an outline. It is however NOT your final draft. It will be read by your teacher for certain elements, but you are ultimately responsible for its content, grammar, and style. This means you will be REVISING this paper.

Service Speech and Verification

Your service speech is based on your service experience. This means you will have to have your application, approval and verification forms completed by the time your speech is due. Your speech will be a summary of the service you completed, how it is related to your project, an explanation of what the agency/group's mission is, why you decided upon this service, and what you learned from this experience. You will need to work with a trifold board for this speech. Brochures, pictures, and other relevant information would be helpful in compiling this project.

Final Draft

The final draft of your paper will be 2000 words of exploration leading up to an answer to your essential question. It should include an outline and works cited page(s) attached to a correctly formatted, well-written, proofread, MLA paper with correct internal citation.

Presentation Outline and Plan

You will create an outline of what you would like to say in your presentation. This can be done in a number of ways, which will be discussed at a later date. You will also create a plan for the details you need to assess for your presentation such as guests, food, special needs, greeters, etc.

Practice Presentation

This assignment allows you to practice your presentation skills in front of a small group of classmates. This gives you the opportunity not only to time yourself and practice important speaking skills, but also to get feedback from your classmates about how well you have covered the essential skills and explained your topic.

Final Presentation

Your final presentation will be a 25 minute speech with power point that explores your topic and answers your essential question while addressing the essential skills set forth in the introduction to the class. This is a professional presentation in which community members, teachers, students, administrators, and family may be invited. The safe zone for passing is between 24 and 26 minutes- no leeway.

Introductions and Reviews

You will be asked to introduce a classmate on their presentation day as well as review your classmate and teacher performance in the class.

2e page 5

During the SEP project, the following skills will be shown by demonstrating your ability to:

❖ Be a member of the community by:

- Participating as a citizen- involves looking at the entire community, evaluating and doing what you can, as a member, to improve it.
- Following the common etiquette of professional conduct while working and learning cooperatively- involves knowing and implementing the traditionally accepted rules of etiquette and behavior while conducting cooperative experiences in which all participants are given the opportunity to gain knowledge.

❖ Think, process, and conclude in your personal life by:

- Formulating essential questions, supporting and solidifying your beliefs - involves identifying and revising a question that needs to be researched more deeply to come to a conclusion, then collecting information needed to create your answer
- Learning independently- involves taking charge of your own learning process, and independently seeking answers to your own questions
- Using organizational skills- involves managing time and resources to complete the required elements of your project, and organizing your work in an understandable format

❖ Use your academic knowledge, by:

- Showing reading comprehension – involves reading and processing what you have read in a meaningful manner
- Expressing thoughts intelligently in written form – involves organizing your thoughts in association with other information to compose a well organized, grammatically and structurally correct paper appropriate to the assignment
- Finding a variety of research and citing sources – involves looking at different types of sources of information, not just books and internet search engines, in the school, community and your life to seek out the different viewpoints concerning your topic and correctly and appropriately citing them when used
- Expressing ideas orally – involves thinking before you speak to productively participate in class discussions and activities as well as presenting yourself as a young professional in any speaking situation
- Showing knowledge of subject specific vocabulary- involves studying the “words” of your trade (topic) and understanding them in a way that you can pronounce, explain, and apply them correctly when speaking or writing about your subject

2e page 6


- Applying historical context- involves looking at the topic through a historical viewpoint including the social, cultural, psychological, environmental and generational impacts
- Applying scientific concepts- involves looking at the topic with a scientific viewpoint whether applying a theory or dealing with a formula, this shows you understand and can explain the ideas in relationship to your subject
- Using mathematical concepts- involves looking at the topic from a mathematical viewpoint; whether employing a theorem, using formulas, applying conceptual measurement, or simply using your computational skills, you must show the process and explain the ideas in relationship to your subject
- Showing a relationship to fine arts- involves researching how your subject has been or is currently connected to dance, visual art, music, drama, or literature in an artistic manner
- Using media literacy to look at the different aspects/ perceptions of the issue
- Assessing technological effects to show the effects technology has or may have on your subject

❖ Interact with your knowledge and research by:

- Using and understanding various technology – involves employing many different types of technology to research, organize, compose, design, etc to accentuate your knowledge and hard work
- Distinguishing between fact and opinion – involves figuring out what is proven and what is inferred or assumed and making it clear which is fact and which is opinion when writing or talking about the subject
- Comparing and contrasting- involves looking at the similarities and differences connected to your subject
- Analyzing data to show relationships through a chart, graph or technical writing

2e page 7

911 Montgomery Avenue, Boyertown, Pennsylvania 19512 610-367-6031



Boyertown Area School District

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Senior High

- Activities
- Athletics
- BASH Academic Interventions
- Bear Cave
- Bell Schedule
- Career Portfolio
- Calendar
- Class Information
- Daily Announcements
- Dual Enrollment
- Forms
- Handbook
- Home Access Center
- Library
- Lunch Menu
- No Place For Hate
- Nurse
- Principals Desk
- Program of Studies
- School Counseling Department
- Special Education
- Administration
- Staff Directory
- Use of Facilities

Career Portfolio

Beginning with the Class of 2012, the graduation requirement (Capstone) has been changed to a career portfolio for the students at Boyertown Area Senior High School. Students will utilize Career Cruising, a web-based program designed to provide meaningful career oriented experiences. The portfolio process will provide every student maximum opportunities to research careers and come to an educated, informed decision as to what next steps need to be taken to ensure success beyond high school. In order to assist in the process, high school staff members will be assigned to groups of students as portfolio advisors. The advisor will meet with the students throughout the year and during established checkpoints to assess progress toward completion of yearly goals. Parents/guardians will be informed of student progress toward completion of the yearly goals after each established checkpoint.

[Grade 10 Information](#)

[Grade 11 Information](#)

[Grade 12 Information](#)


Any questions, comments, or concerns, please contact:

Mrs. Marilee Cassidy, School Counseling Coordinator
mcassidy@boyertownasd.org
 (610) 473 – 3678

Mrs. Beth Shive, School Counselor
bshive@boyertownasd.org
 (610) 473 – 3696

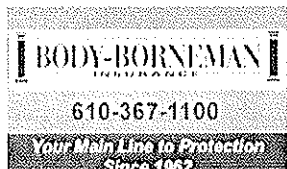
Mr. James Towers, Assistant Principal
jtowers@boyertownasd.org
 (610) 473 – 3687

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Appendix 2A

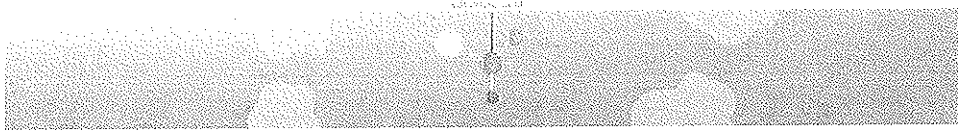
SENIOR PORTFOLIO Graduation Requirement

Every GlenOak student must complete a portfolio during his/her high school career. The portfolio prepares students for transition from school to work and/or for the transition from high school to higher education. In addition, this portfolio provides employers and/or admissions officers with specific information about the student. Each year, the student will reflect and set individual goals for personal and academic achievement.

The portfolio contains formal documentation/credentials such as a resume, career goals and a profile of the student's personal and professional assets. At the conclusion of student's senior year, this portfolio and other student accomplishments will be showcased and/or shared with business, community and staff representatives.

- Update *My Personal Information* and *My Education and Work History*.
- Update the *Extracurricular Log*, *Assessment Log* and *Educational Planner*.
- Complete 4 hours of community service related to your Capstone Project/career interest
- Write a reflection on your community service experience in the *Writing Worksheet* portion of the Individual and Academic Career Planner.
- Create and format an updated resume using the OCIS site.
- Write a reflection on your best learning experience at GlenOak High School (entered in the *Writing Worksheet* section)

Appendix 2g



Popular: [Quiz: Your Learning Style?](#) [Personalized Learning](#)

CONNECT WITH PEOPLE IMPROVING EDUCATION
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SEARCH

[BROWSE BY GRADE LEVEL](#)

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[Subject Learning](#)

Blogs: Bob Lenz

[Preparing High School Seniors for College, Part One](#)

By Bob Lenz
11/1/11

Share Forward Comments Print Comment on Facebook

Here, in California, another school year has finally dipped into the cool, blue Pacific. I've been reflecting on all that we've accomplished this year, including the fact that more than 90 percent of our graduating seniors will be going to college. I also can't help but think about everything that goes into the rite of passage that is graduation at [Envision Schools](#).

Before students ever walk down the isle or throw their hats in the air, seniors gear up for their culminating defense: a public presentation of the College Success Portfolio. Students must defend their best high school work before an audience of parents and peers. Unless this work is completed, presented, and defended acceptably, a student will not graduate.

Seniors at Envision Schools work harder in the last six weeks than they do in their entire four years of school. Teachers work side by side with students, often staying late into the night, and hosting weekend sessions in their homes to get kids prepared for the graduation defense.

The completed College Success Portfolio can also serve as a pinnacle of a teacher's career, as many of them witness not only the academic growth of their students but also the transformation from childhood to adulthood.

This is in sharp contrast to the typical senioritis experienced by most students, who often burn out by January, much to the chagrin of their teachers. Instead, the students' mental muscles are primed and ready for college in the fall, unlike so many college freshmen who struggle in their first year.

Much of our collective success hinges on standards that are clear, selective, challenging, and attainable -- and that kids have four years to achieve. Former graduates from our schools often share with current students that completing the College Success Portfolio was more difficult than their first year of college. This project builds confidence for their next important milestone: college graduation and beyond.

Exactly how we prepare kids for college at Envision Schools will be the subject of my blog posts over the next several weeks as all of us reflect, regroup, and gear up for the coming school year.

Has your school used high-stakes assessments similar to the College Success Portfolio? What are your thoughts and ideas about the use of a culminating project such as this? Please share.

This is the first part of a two-part blog entry. Read [part two](#).

Comments



dkzody

Was this helpful? [Sign in to vote!](#)

Posted on 7/16/2009 10:12am

Portfolios

So glad to read about someone else using portfolios as a graduation requirement. Our academy, Fresno High Marketing Academy, a California Partnership Academy, has done this for 17 graduating classes. We are the only group in a large inner city high school that does this. The student may graduate from high school, but not from the Academy, without a portfolio. The portfolio, and the portfolio interview, is a requirement.



Janette Gamble

Was this helpful? [Sign in to vote!](#)

Appendix 2 k



Blogs

[Recent Blog Posts](#)

[About Blogs and the Contributors](#)

Contributors:

[Elena Aguilar](#)

School improvement coach in Oakland, CA

[Rebecca Alter](#)

Edutopia consulting online editor and teaches online education at Stanford

[Suzie Boss](#)

Writer about sustainability and project learning

[Eric Brunzell](#)

STEM educator

[Milton Chen](#)

Foundation senior fellow and executive director emeritus

[Edutopia](#)

Foundation news and editorials

[Maurice Elias](#)

Director of the Social-Emotional Learning Lab at Rutgers

[Todd Finley](#)

Associate Professor of English Education at East Carolina University

[Mary Beth Hertz](#)

Elementary school computer teacher

[Ben Johnson](#)

Consultant with schools on technology integration

[Katie Klunger](#)

Grant-writing and technology integration expert

[Bob Lenz](#)

Founder of Envision Schools and four urban charter high schools

[Andrew Marcinek](#)

High school technology integration specialist

[Anne O'Brien](#)

Deputy director of the Learning First Alliance

[Gaetan Pampalardo](#)

Third-grade teacher, writer, and musician

[Betty Ray](#)

Posted on 7/16/2009 1:07pm

Exhibit Day

Back in the early 1990s we implemented something like this at the end of 8th grade. It was called the 8th grade "Right of Passage" and, like the portfolio project at Envision Schools, it totally eliminated the end of year slow-down plus it clearly defined what needed to be done to receive an 8th grade diploma. (Including a portfolio demonstrating competency in various genres of writing.) After I left that school, I was teaching/principal at the small school in Yosemite National Park (Yosemite Valley School). There we implemented annual "Exhibit Days" where students K through 8 became docents at what other schools might call "open house". Alone or in small groups, students spend the final days of school focusing on what they learned over the school year, each selecting one subject area to recapture, and prepare a visual exhibit and verbal presentation for visiting parents and community. I retired in 2006, but this tradition still goes on today and is impressive to witness. <http://yosemitevalleyschool.org/dept/8thgrade/yosemitevalleyschool.org/>



Daniel Hickey

Was this helpful? [Sign in to vote!](#)

Posted on 7/16/2009 1:30pm

On Portfolios, Artifacts, Feedback, and Rigor

I am an assessment researcher who is really interested in portfolio assessment. In my own work and in my reading of the literature and observation of the portfolio work of colleagues (especially in teacher education) I have observed that as we attach more and more stakes to the quality of artifacts in portfolios, that the learning of the underlying ideas gets set aside in favor of perfecting the artifacts. Students expect precise guidelines and demand levels of feedback on interim artifacts that instructors simply can't sustain. I worry that Bob will experience the same problem, and wonder how he deals with this issue.

My own responses to these concerns are central to the "participatory" portfolio assessment model we have been refining over the last couple of years, building on some nice ideas by several researchers in Norway (Lund, Witte, & Dyson). I have elaborated in a previous post on our blog and wonder if these concerns and solutions are relevant here.



John Bennett

Was this helpful? [Sign in to vote!](#)

Posted on 7/16/2009 5:23pm

Comments to date seem to miss a critical element of the reported effort: the defense of the portfolio. I expect this to help motivation of development of a good portfolio. It is OUR responsibility to motivate students to become engaged learners involved in effective learning (learning for long term retention and ease of application). The students need to realize this is the only route to a successful and enjoyable career. If we concentrate on these efforts AND demand / reward such efforts, the students will understand the importance of the portfolio and its defense. It all depends upon our resolve to work for truly effective learning.



Marcia Hirst

Was this helpful? [Sign in to vote!](#)

Posted on 7/19/2009 5:38am

art

I have always been in favor of the integrated portfolio and still am. However, what do the students who are not going to college prepare? I do not read here, about them. We still have an enormous need for creative, skilled craftsmen/women for jobs that may be union or guild oriented, or students who will NOT be able to afford college. The framework of Envision schools looks exceptional and theoretically sound. Does it work for all students in a public school? How?



Tom Fanning

Was this helpful? [Sign in to vote!](#)

Posted on 7/20/2009 4:01am

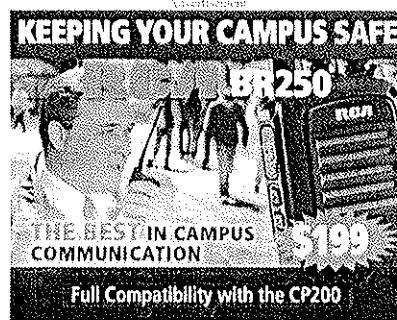
Digital Portfolios

I am the 7th grade Computer teacher at my middle school in Western Mass. As part of the one-semester course we offer, students use MS FrontPage to create a portfolio web site. This activity serves to cover basic computer literacy content such

Edutopia community manager

Heather Wolpert-Gawron

Teacher at a middle school in San Gabriel, CA



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2. A Teachable Moment: Finding News from Egypt in Classroom Lessons
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as file management and web site design and administration. In addition, the portfolio part encourages these 12 and 13 year-olds to think metacognitively about what and how they learn.

Regarding your concern about over-emphasis on artifact completion I would offer the approach we use: simple one to two-page documents that discuss mini-lessons from their classes, (converting fractions to decimals, writing a shape poem, explaining how traits get passed on in genetics, etc.) For evidence of learning, these artifacts must contain images displaying students' own work. Either a digital image of student work or a video clip of the student at work. My feeling is that this lighter approach to artifact making can, over time, create a rich archive of each student's intellectual development.

We find that digital imagery of student work is the best evidence of learning, or more to the point, of depth of understanding. Teachers can learn a lot about what students know and about the effectiveness of their curriculum implementation from these artifacts.

The digital portfolios that our students create are not currently being utilized by the teachers of the so-called "core" courses, so we have no evidence of effectiveness outside of what students accomplish in the 7th grade computer course. However, my experience with students on this project has helped me converse with students on the critical topics connected to their own education: what is important to learn?, why?, how do I learn?, how should I participate in my own education?

Some of our students' web sites will be on display this fall on the National Writing Project's, "Digital Is..." web site. Check it out.

Tom Fanning

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Susan Sneller Ms.

Was this helpful? [Sign in to vote!](#)

Posted on 7/20/2009 7:58am

Portfolios

At Quest HIS in Humble, Texas, students work on 2 culminating social action service-learning projects their senior year, one each semester. Working in groups of 3 or 4, students focus on a social issue of importance to them--implementing a money management course for high school students, for example, or studying domestic violence and advocating for a solution they've designed. This process of studying an issue that is of personal interest to them, and then moving to action on a solution to the problem allows students, whether college-bound or not, to understand their effectiveness in the world. They also must present their work to a panel to be judged before graduation. Through this service-learning activity, students synthesize their high school learning, understand their ability to create change, and become more involved citizens. It's a win-win for all.



Anne

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Posted on 7/23/2009 12:46pm

We used a senior project as a capstone experience at our school. Juniors were encouraged to attend senior presentations in order to begin thinking about their own senior project. As early as October, we met with seniors to help them think about what they wanted to work on. They were given rubrics to complete during the remainder of the year that had to be signed off by their mentor teacher. At each benchmark, students had to show evidence of their work toward completion. The final presentations took place over several days and included the campus community, parents and friends. There are ways in which to make this meaningful for students not attending college, and in fact, gives them an opportunity to explore a trade prior to graduation. The project also requires an outside mentor that the student identifies and works with, bringing them closer to the community before graduation.

Although the entire process is time consuming for teachers and students, it becomes a rite of passage, and allows authentic learning to take place. Grades are pass/fail, and there are many opportunities along the way for students to understand where they are in the process.

Finally, the public display of the artifact becomes an opportunity for the student to stand in front of his/her community and demonstrate the work toward not only completing this capstone project, but using the oration and presentation skills gained during the previous high school years.



Anne

Was this helpful? [Sign in to vote!](#)

Posted on 7/23/2009 12:48pm

Senior Project

We used a senior project as a capstone experience at our school. Juniors were encouraged to attend senior presentations in order to begin thinking about their own senior project. As early as October, we met with seniors to help them think about what they wanted to work on. They were given rubrics to complete during the remainder of the year that had to be signed off by their mentor teacher. At each benchmark, students had to show evidence of their work toward completion. The final presentations took place over several days and included the campus community, parents and friends. There are ways in which to make this meaningful for students not attending college, and in fact, gives them an opportunity to explore a trade

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Anne

Was this helpful? [Sign in to vote!](#)

Posted on 7/23/2009 12:49pm

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EDUTOPIA

WHAT WORKS IN EDUCATION

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Preparing High School Seniors for College, Part Two

Special Options

This is the second part of a two-part blog entry. Read [part one](#) [1].

Academic content knowledge is usually measured in a number of ways, from papers, tests, and quizzes to more comprehensive assessment tools like the California Standards Test [2]. At [Envision Schools](#) [3], we rely on a rigorous evaluation system designed to measure not only content mastery through traditional assessment tools but also college readiness.

In [part one of this blog entry](#) [1], I describe how our College Success Portfolio is the benchmark by which we measure students' abilities to succeed in college. This portfolio includes the completion of tasks across all the core academic disciplines, including science, math, language arts, social studies, and world languages.

In addition, students are required to produce a college-ready research paper and a multimedia product and complete a workplace learning experience or internship. Each task is evaluated against carefully selected standards that are clear, challenging, and attainable.

The tasks and evaluation [rubrics](#) [4] used for each task were developed with educational experts at Stanford University. The tasks are embedded into the regular curriculum rather than presented as an adjunct to their other studies.

The evaluation rubrics, which are used throughout high school, are shared with the students at the start of the freshman year. This strategy gives students a clear and focused understanding of exactly what is expected of them and how they will be evaluated.

Once a task is completed, students must also write a reflection that describes both the product and process they used to create it. They reflect on what they've learned, what they would have done differently, and how they will apply this learning to future projects. Additionally, students must describe how they used at least two of [Envision Schools's 21st-Century Leadership Skills](#) [5] to complete the task.

All throughout school, students archive their work on a digital platform that instructors also use to evaluate it. This step enables us to keep tabs on student progress, as well as evaluate the data more effectively to strengthen and improve student outcomes.

How do you measure college readiness at your school or in your classroom? Please share with us.

Source URL: <http://www.edutopia.org/college-success-portfolio-part-two>

Links:

[1] <http://www.edutopia.org/college-success-portfolio-part-one>

[2] <http://www.startest.org/est.html>

[3] <http://www.envisionschools.org>

[4] <http://rubistar.4teachers.org/index.php?screen=WhatIs&module=Rubistar>

[5] http://www.envisionschools.org/page.php?page_id=4

This article originally published on 7/23/2009

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Columbus East High School - Senior Project - Welcome!

Senior Capstone Experience
Senior Project 2010-2011

Click for [Timeline](#)



Ideas from the community for Senior Projects can be emailed directly to Anne Edds, Senior Project Coordinator, at: eddsa@bcsc.k12.in.us

A BRIEF OVERVIEW

The Senior Capstone Experience/Senior Project is a student-selected exploration of a topic which results in a research paper, a project or a product, and a presentation. The Senior Capstone Experience moves students away from departmentalized learning toward a more interdisciplinary approach. This approach is one which allows students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Capstone Experience, students have learned more about their topics, their community, and, most importantly, about themselves.

THE PROPOSAL

As part of their English classes, students compose written proposals of their projects. Students then present their proposals to a teacher panel. The members of these panels will ask the students questions to help clarify the proposals.

[DOWNLOAD PROPOSAL](#)

THE PAPER

Following the time line established for their projects, students write research papers with the guidance of their English teachers. Along with secondary sources, students are required to use primary sources. Students conduct interviews, read research, prepare reports, and complete self-evaluations as part of the writing process. Students follow the documentation rules of Modern Language Association (MLA).

THE PROJECT/PRODUCT

The projects/products direct the students toward individualized learning. The projects/products require students to apply the knowledge gained during the research phase. The projects/products must be completed on the students' own time, must be challenging, and must require from fifteen to forty hours or more of work. Mentors work with students during this phase of the Senior Capstone Experience.

THE PORTFOLIO

At the close of the Senior Capstone Experience, students assemble their portfolios. The portfolios are binders which consist of letters to the judges and to the students' English teachers. Student work such as the research paper, the mentor log, and the work log are also included. Judges read the portfolios before presentations begin to formulate questions which they will ask students during the presentation.

THE PRESENTATION

In the final step of the process, students design ten minute presentations of their complete Senior Project experience. Students are required to speak to a panel of judges and then are required to answer questions from those judges. Community members serve as panel judges.

Appendix 2 i

SENIOR PROJECT TIME LINE
2010-2011

Proposal Due By
October 29, 2010

Letter of Intent Due Date
November 12, 2010

Begin Research for Paper
January 24, 2011

Write Persuasive Research Paper
January 24 – March 9, 2011

Conferences with Teachers Regarding Paper
January 24 – March 9, 2011

Research Paper to Readers
March 10, 2011

Sign of Commitment
March 25, 2011

Research Paper Returned From Readers
March 28, 2011

Mentor Log Checks
December 6, 2010, February 7, & April 5, 2011

Project Due Date
April 25, 2011

Portfolio Due Date
April 29, 2011

Practice Presentations for Boards
April 26 – May 16, 2011

Senior Boards
May 17 & 18, 2011

Questions? Please call:
Senior Project Coordinator 812.375.2789
English Department 812.376.4344
CEHS 812.376.4368

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SENIOR PROJECT MANUAL



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Brainstorming Process Part Three

Brainstorming Process Part Four

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Letter of Intent Template

Letter of Intent Rubric for Senior Project

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Plagiarism Agreement Form

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The Research Paper Style Sheet

Research Ready Checklist

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Interview Form

Interviewee Evaluation Form

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[Senior Project Portfolio Cover](#)

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[Senior Project Verification](#)

[Senior Project Self-Evaluation](#)

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[Proper Attire for Senior Project Oral Boards](#)

[Final Checklist for Senior Project](#)

[Scoring Guidelines for Senior Oral Boards](#)

[SENIOR PROJECT EXPECTED SCHOOL WIDE LEARNING RESULTS](#)



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COMPILING THE PORTFOLIO FOR SENIOR PROJECT

The Senior Project Portfolio represents an organized, great looking file documentation of your Senior Project journey as well as meeting several purposes: 1.) provides the judges with a firsthand look at your Senior Project work while establishing a first impression of who you are. 2.) offers you an overall perspective of your Senior Project allowing you to plan a purposeful and powerful Senior Project speech with plenty of support. 3.) provides you with items you can use in college or the work force. 4.) allows you a place to keep your work together and organized.

You can work on your portfolio progressively and avoid the last minute stress of racing around trying to find pieces of work you completed months ago and need to find, refine and put in your portfolio. Remember, your portfolio is like an introduction of yourself for the first time to someone and, like this first introduction, forms a beginning impression. Because of this, always think quality. Your portfolio needs to be organized; it should be interesting to preview and graphically engaging. All of these things can be accomplished if you start now, and work diligently on your portfolio, finalizing each piece as the Senior Project moves along.

Before you begin, think about your portfolio's organization. You will want to have the first piece in your portfolio be introductory. Many students begin with their Letter to the Judges. Note, this is about the last piece you write, and it is reflective providing an overview of your completed Senior Project journey. Though you have not written your Letter to the Judges yet, you can still decide in your organizational process where you want to include it. Then you can list it on the table of contents even though it has not been assigned yet. Also, look over the pieces of your work you and decide the order of your portfolio's contents. **Make sure you have a clean, carefully edited copy of each item, no instructor marks or notes.** Format a table of contents (preferably on a disk so you can easily edit if you change the order). Place each item you currently have in a preliminary file. Also, think about how your portfolio might look. Do you plan to use graphics, divider pages, sections coded by color, pictures or charts, drawings or designs, a copy of your budget, time sheets, and any other pertinent information.

Remember that this portfolio represents you and all of your hard work. Create not only a history of your Senior Project that is interesting to look at but one which you will want to keep long after your Senior Project is over. Students have said that the Senior Project, though lots of hard work, represents one of the most meaningful high school experiences in which they have ever been involved. Many students have used their Senior Project material at the university as a base for another project. With that in mind, design a portfolio, which celebrates and records your Senior Project efforts, successes, and accomplishments.

To be caught up in the world of thought-that is education.

Edith Hamilton

Project Table of Contents

2J Page 3

What is the Senior Project?

Paper

- ◆ Each student must write a research paper.
- ◆ Every student completes this phase of the program on time and in an acceptable manner.
- ◆ Students choose their own topics, from the prevention of malaria in Africa to the painting style of Renoir, from fashion design technique to computer application design, from stand-up comedy to sky diving. All of the phases of the program take several months, so seniors are encouraged to choose topics that will sustain their interest for such a long period of time.
- ◆ Each student must consider how he or she will apply this knowledge in the production phase of the senior project.
- ◆ Students must include primary sources in their research.

Product

- ◆ The production phase of the Senior Project requires each student to produce some project that applies the knowledge he or she gained during the research phase. This phase must be done on the student's own time and the project must be enough magnitude that it requires at least fifteen hours of independent work. Students must choose a project that is a challenge to them. For instance, a senior who did research on the history of golf could not simply play a round of golf as a project, especially if the student is already a golfer. Such a student would need to stretch a little further, perhaps by teaching younger students how to golf (i.e., hosting a golf clinic or fundraiser) or by designing a golf course.
- ◆ Not all projects result in tangible products. One student researched fashion marketing and then for her project, in conjunction with a local department store, directed and produced a spring fashion show. One student studied sky diving and for his project, learned to do so after having his parents sign the letter of release form. Another student researched the history and techniques of stand-up comedy and then performed a routine for a student audience and produced a YouTube video. Yet another student researched bone marrow donation for disease treatment and then set up a sign-up booth at the Good Ol' Days celebration in Pacific Grove. The possibilities are unlimited.

Presentation

- ◆ The presentation phase of the Senior Project takes place at the end of the school year. It is indeed exciting to see seniors late in the spring, dressed in their finest, nervous and jittery, carrying props, conferring with and encouraging each other.
- ◆ The Senior Boards bring on this excitement. Each student, once finished with his or her research and project, must stand before a panel of judges and present a four- to five-minute speech about his or her paper and project and then answer any questions the judges may ask.
- ◆ The panel comprises faculty, administration, staff, parents, and community members.

Portfolio

- ◆ The Senior Project Portfolio contains the history of the Senior Project Journey, including the research paper and all other project-associated documentation.

2j page 4

**PACIFIC GROVE HIGH SCHOOL
615 SUNSET DRIVE
PACIFIC GROVE, CALIFORNIA 93950**

Senior Project Parent Consent Form

Date: January 4, 2011

As the parent or guardian of _____, who is a student enrolled at Pacific Grove High School, I am aware that my son or daughter must pass all phases of the Senior Project in order to graduate. The four components of the Senior Project include a research paper, a physical project, a portfolio, and an oral presentation.

I fully understand that the selection of the **physical project component** is a decision made independently of the staff and administration of the high school. All consequences of the project choice, production or experience, unless otherwise stated, rest solely with the student and parent. I also realize that the physical project must in some way be related to the research paper and represent an "academic learning stretch."

STUDENT SIGNATURE AND DATE

PARENT SIGNATURE AND DATE

2 j' page 5

**PACIFIC GROVE HIGH SCHOOL
615 SUNSET DRIVE
PACIFIC GROVE, CALIFORNIA 93950
PHONE: 646-6590**

January 4, 2011

Dear Parents/Guardians of the Class of 2011:

As your son or daughter may have indicated to you, Senior Project time has arrived. Senior Project is a Senior English requirement that allows each senior the opportunity to demonstrate his or her years of educational experience. Your son's or daughter's reading, writing, speaking, accessing information, thinking, self-discipline, problem-solving, and organizational skills will be showcased in this process. The project comprises the following four components:

1. a typed research paper,
2. a physical project related to some aspect of the paper,
3. a portfolio, and
4. an oral presentation, which synthesizes the first two components and is given before a review board composed of teachers and community members.

To be successful, your son or daughter must complete and pass each component. Remember that this senior experience cannot rely solely upon what your son or daughter already knows, but must demonstrate an aspect of new learning and growth. Prior knowledge is the Senior Project foundation; demonstration of new learning is the mortar that holds it together.

A successful Senior Project journey involves parental and teacher support, as well as student initiative and self-discipline. Your son or daughter will be informed of the deadlines and requirements as we proceed. Early in the process, a letter of intent is due, which will require your son or daughter to explain his or her research paper and project focus.

In a few months, after years of acquiring skills and knowledge, overcoming frustrations, and demonstrating perseverance, your son or daughter will be a high school graduate. Join us in a last senior journey. **Please complete and return the Senior Project Consent form that is attached. If you have any questions, please call or email me.**

Sincerely,

Karinne W. Gordon
PGHS English Department
Ext. 291, kgordon@pgusd.org

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NAME _____ DATE _____ PERIOD _____

Senior Project Point Distribution	Due Date		Points	Score
	Per. 2	Per. 3/5		
What is the Senior Project?	1/4	1/4	0	
Parent Consent Form (parent signature required)	1/10	1/10	10	
Journal: total of 10 entries, approx. weekly, checked twice	1 st due: 3/3;	1 st due: 3/4;	50	
	2 nd due: 4/14	2 nd due: 4/15	50	
Resume First draft	1/13	1/14	15	
Brainstorming Part I (in class)	1/13	1/14	15	
Brainstorming Part II	1/20	1/21	15	
Resume Final Draft	1/20	1/21	50	
Brainstorming Part III & IV	1/24	1/24	30	
Brainstorming Summary (one page)	1/27	1/28	40	
Letter of Intent	2/4	2/5	30	
Anti-Plagiarism Tips (parent signature required)	2/15*	2/14*	10	
Outline/Working Thesis	2/17*	2/16*	30	
Research Ready Checklist	2/22	2/23	15	
Interview Process Interview Form + Questions	2/24	2/25	20	
Research Paper Draft One	3/15	3/16	50	
Interview Interviewee Evaluation Form	3/21	3/21	20	
Interview Questions/Answers Typed	3/24	3/25	20	
Research Paper Draft Two	3/29	3/30	50	
Research Paper Final Draft (8–12 pages)	4/12 (4/5 early)	4/13 (4/6 early)	300	
Verification of Physical Project/Project Eval.	4/14	4/15	50	
Speech Preparation (in class)	4/28*	4/27*	10	
Scoring Guidelines (in class)	4/28*	4/27*	10	
Letter to the Judges	4/29*	4/29*	20	
Cover/Table of Contents	5/2	5/2	20	
Final Checklist (in class)	5/2	5/2	10	
Portfolio	5/5	5/6	50	
Proper Attire (in class)	5/5	5/6	10	
Total			1,000	
Oral Boards (10% of grade)				

*Irregular B/C days or A day on a Friday (4/29)

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Resumes for High School Students

A resume tells prospective employers all about you, and why you would make a great employee. It should focus on your strengths and accomplishments, education and work experiences. The main purpose of a resume is to get a job interview.

PARTS OF A RESUME

1. Contact Information

Include name, address, phone number, email address. You only need to list one phone number where you can best be reached, and/or a message can be left.

2. Job Objective

Clearly state the job, or type of job for which you are applying. No need to use a complete sentence. For example:

- Position as an Office Assistant
- Part-time sales job in a clothing store
- Weekend/After School Job as Stockroom Helper
- Entry level position in a veterinary office

2. Summary of Qualifications

Make a brief list (4 to 6 lines) of key points that a new employer would want to know about you that show you are qualified for the job. **Make sure that every statement is related to your job objective, and is supported by what you say in the rest of your resume.** Limit each statement to just one line. You may choose to include these key points:

- How much experience you have- paid or unpaid- using skills that are RELATED to your chosen field. Example: ***Six-months part-time experience managing website for non-profit organization.***
- Education or training related to your field. Example: ***Excelled in Computer Applications and Digital Imaging courses offered at high school.***
- Your best accomplishment that relates to, or supports your job objective. Example: ***Won "Honorable Mention" at state Graphic Design Innovation competition.***
- Your key skills, talents or special knowledge related to your job objective. Example: ***Strong interest and talent for learning computer design software.***

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- Something about your attitude toward working, or other personal quality that would be appealing to your future employer. Example: **Excellent communication and listening skills.**

3. Education

High school students will put expected graduation date. Example:

- Pacific Grove High School, Pacific Grove, CA; will graduate May, 2010

4. Work History

List any past work experience- paid or unpaid. Includes work for family business, or work you have created for yourself such as pet-sitting, child care, tutoring, etc. List your recent employment first.

5. Honors/ Awards/ Certifications/ Skills, etc.

If you need to include information that didn't readily fit into any other categories, or if you want to highlight certain information to make sure it gets noticed, feel free to make a special heading for it. For example, if you've won a number of awards for something related to the job you are applying for (music, sports, cooking, etc.), make a heading called "Awards" or "Professional Recognition." Or if you've gotten articles, stories or photographs published in a local publication, you might want to have a special heading called "Publications."

AN EFFECTIVE RESUME:

- Will use action verbs to describe accomplishments (for example, words such as created, directed, established, provided, managed, developed, etc.)
- Will stress specific accomplishments and quantify the outcomes. Example: **Maintained 98% accuracy in the cash drawer.**
- Will **not** use pronouns. Instead of saying, "I provided customer service to an average of 60 customers on each of my shifts," simply state (in bullet form) "Provided customer service to an average of 60 customers per shift."
- Will **not** include salary requirements, references, or personal information such as age, race, marital status, medical conditions, etc.
- Will be free from spelling and grammatical errors.
- Will be visually pleasing. While the content of your resume is the most important element, if the design or format of your resume is so bad that employers can't get to the content, then you have a problem. You want to use normal (readable) fonts in normal sizes (generally 10-12 pt.). Keep page margins a healthy width and use white space to avoid a crowded appearance.
- Will be only one page in length – no longer.

2 pgs

IDENTIFYING YOUR STRENGTHS & ACCOMPLISHMENTS:

People often minimize their own talents and abilities. Make sure to include these items, if they apply to you:

- What computer programs are you skilled at using?
- Are you fluent in any other languages?
- What volunteer work have you done?
- What are your extra-curricular activities? (Soccer Team, Youth Music Monterey, Interact Club, etc.)
- What school or community awards have you earned?
- What special projects have you participated in at school? (Leadership activities, senior project, etc.)

Having a hard time taking an objective look at yourself? Sometimes it can be helpful to take a look through the eyes of others that know you well. For example:

- What have your teachers complimented you on/ recognized you for in your work?
- What would your friends say are your best qualities?
- What would your friends/neighbors/family miss about you if you were to move far away?
- What are the things your friends or family always count on you for?
- What difficulties or barriers have you overcome to get where you are now?
- Think of a problem that came up that had other people stumped, but that YOU were able to do something about to improve the situation. What did you do? What does that say about your abilities?
- Name six qualities or characteristics of other people that you most respect or admire. Which of those qualities are also true about you?

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Marissa Valenti

5500 Mar Del Vista Drive
Whittier, California, 90602
562-123-9876
Email: MarissaBee@aol.com

Even though her actual work history is limited, Marissa found plenty to say about her skills.

JOB OBJECTIVE

Seeking a position as a part-time **CASHIER** in a retail environment.

SUMMARY

- Responsible and reliable; will show up for work as promised.
- Able to deal in a mature manner with problem solving.
- Considerate of people of all ages and personality types.
- Excellent communication and listening skills.
- Quick and eager to learn; able to understand and follow through with directions.
- Proven leadership skills.
- Strong organizational abilities.
- Capable of representing an employer professionally and intelligently.

WORK EXPERIENCE

Summers of 1996-98: **MEDIA CENTER ASSISTANT**

East Whittier Middle School, Whittier, CA

Assisted librarian in operation of library and media center:

Shelved books. Checked books in/out.

Helped students locate books and materials, and operate computers.

Kept the media center organized.

1996-97 Tutor for Elementary students: community service, International Baccalaureate Program, assisting students with computers, printers, televisions, VCR's.

1995-96 Manager, Food Drive: in charge of all 6th grade classes (approx. 100 students). Appointed because of proven responsibility, organizational skills, and ability to resolve problems.

RELEVANT ACCOMPLISHMENTS

1996-98 "A" Honor Roll Student: East Whittier Middle School, Whittier, CA

1998 Recipient of: Challenge U Scholarship (General Mills) \$2,000

Dain Rauscher Scholarship \$10,000

1996-98 Participant: national competition "MATH COUNTS", one of four team members.

Computer experience in: Word Perfect, Internet

—Resume written by Jolene Elliot and the Student—

KATHY Q. WAN

3334 Hillegass Avenue
Oakville, CA 94605
(510) 987-6543

Kathy chose a traditional
chronological layout, but freely
combined both paid and unpaid
work experience.

OBJECTIVE

Peer Counselor with focus on developing a bridge for students of different cultures.

SUMMARY

- Top-notch student experienced in dealing with a wide range of cultures.
- Unique combination of expertise in working with the community and with professional groups.
- Dynamic leader and team-builder, consistently motivating others to succeed.

EXPERIENCE AND ACCOMPLISHMENTS

- 1998-present **Assistant Counselor** -- CENTER FOR NEW AMERICANS, Oakville:
- Plan and coordinate peer counseling workshops for junior high school students;
 - Cross-cultural translation and interpretation for County Mental Health, and Department of Social Services;
 - Counsel cross-cultural girls between the ages of 12-19 from the New American Girls Program;
 - Recruit girls from different schools for the American Friends Program;
 - Run two peer support groups for teens in the New American Girls Program.
- 1998-present **President** -- FUTURE BUSINESS LEADERS OF AMERICA, Oakville High School Chapter.
- 1997-1998 **Secretary** -- FUTURE BUSINESS LEADERS OF AMERICA, Oakville High School Chapter.
- 1997 **Teacher's Assistant** -- OAKVILLE CHILD CARE CENTER, Oakville:
- Cared for children between the ages of 5 months to 4 years old;
 - Coordinated different types of art sessions.

EDUCATION

Oakville High School, Oakville, CA; currently a Junior, GPA 4.0.

---Resume written by the student---

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VALERIE BLAUER

3056 Hillegass Avenue
Oakland, CA 94611
(510) 339-3022

Valerie effectively combines
the specific evidence of her skills with
an appealing image of a valuable
team member.

Job Objective: Entry position in office services.

SUMMARY OF QUALIFICATIONS

- Enthusiastic, hardworking, and reliable.
- Willing to learn and accept constructive criticism.
- Highly motivated for career advancement.
- Enjoy contributing to a team effort.
- Help create a pleasant, clean working environment.
- Two years part-time experience in office work.

OFFICE EXPERIENCE

GENERAL OFFICE SKILLS

- As office assistant:
 - Answered phones
 - Made appointments
 - Filed documents
 - Typed correspondence
 - Proofread
 - Ran errands

BUSINESS SKILLS

- Entered orders into FileMaker database.
- Made and tracked invoices, ensuring satisfaction and payment.
- Calculated and handled payments by check and cash.
- Filled customer orders for books and software.

COMPUTER KNOWLEDGE

- Basic knowledge of Macintosh software (FileMaker, Word).
- Familiar with IBM software (Word).

EMPLOYMENT HISTORY

1998–present	Office Assistant	Damn Good Resume Service, Oakland, CA
1998–present	Baby-sitter	Witherall House, Oakland, CA
Summer 1998*	Animal Care	Children's Fairy Land, Oakland, CA

(*volunteer job)

EDUCATION

Skyline High School, Oakland, CA, will graduate June 1998

— Resume written by the student —

SUZIE STUDENT

OBJECTIVE

- Seeking part-time retail sales clerk/cashier position

SUMMARY OF QUALIFICATIONS

- Customer-focused self-starter with proven client services skills
- Energetic achiever and communicator, with strong listening skills
- Quick learner, eager to learn and follow directions
- Excellent team player who thrives in teamwork situations
- Responsible and reliable, with record of professionalism

EDUCATION

- *High School Diploma*, DeLand High School, DeLand, FL, expected May 2007

HONORS AND DISTINCTIONS

- Earned DeLand High Advisory Council's Award for Academic Excellence, 2005-2006
- Earned Volusia County Superintendent's Scholar Award, 2005
- Achieved Honor Roll, DeLand High, 2005-2006
- Earned Certificate of Achievement for Outstanding Performance in Math on FCAT, 2005
- Earned Varsity Letter, DeLand High Soccer Team, 2004-2005
- Earned President's Award for Educational Excellence, 2004

WORK HISTORY

Bagger, *Publix Super Markets*, DeLand, FL, Summer 2006

- Prepared bagged groceries to customer specifications
- Assisted in loading groceries to customer vehicles
- Secured shopping carts and other key supplies
- Provided customer service to average of 60 customers per shift

Babysitter, *Suzie's Babysitting Services*, DeLand, FL, 2001 to present

- Maintain satisfied clientele of 10 families
- Provide quality care for children aged newborn to 12 years
- Manage all aspects of business

COMMUNITY SERVICE

- Supplied 80 community-service hours at Woodland Towers retirement community, Jan. to Feb. 2006
- Donated more than 200 hours to DeLand Museum of Art, Fall 2005 and Spring, 2006
- Contributed more than 150 volunteer hours to DeLand Museum Art Summer Camp, Summer 2005

SKILLS

- Customer relations, customer service
- Computer literate in both Windows and Macintosh platforms
- Working knowledge of Spanish and Italian

List of ACTION WORDS

MANAGING

accomplished
analyzed
attained
conducted
consolidated
contacted
coordinated
developed
directed
established
evaluated
exceeded
headed
improved
increased
initiated
organized
oversaw
planned
prioritized
produced
scheduled
strengthened
trimmed

TECHNICAL

assembled
built
calculated
computed
configured
designed
determined
devised
eliminated
enhanced
fabricated
installed
maintained
operated
overhauled
programmed
reduced
refined
remodeled
repaired
retrieved
solved
trained
upgraded

CLERICAL

approved
arranged
catalogued
classified
collected
compared
compiled
completed
distributed
enlarged
implemented
inspected
monitored
operated
organized
prepared
processed
recorded
retrieved
screened
specified
sorted
tabulated
validated

COMMUNICATING

addressed
arranged
convinced
corresponded
developed
directed
drafted
edited
enlisted
influenced
interpreted
negotiated
participated
persuaded
presented
promoted
proposed
related
secured
sold
spoke
translated
wrote

RESEARCHING

collected
consulted
evaluated
examined
experimented
identified
inspected
interpreted
interviewed
investigated
obtained
organized
reviewed
searched
summarized
surveyed

TEACHING

advised
clarified
coached
communicated
coordinated
corrected
developed
enabled
encouraged
evaluated
explained
guided
informed
initiated
instructed
persuaded
set goals
trained

HELPING

assisted
clarified
coached
counseled
demonstrated
educated
guided
motivated
referred
supported

CREATING

acted
conceived
created
customized
designed
developed
established
fashioned
illustrated
improved
initiated
introduced
invented
originated
performed
planned
redesigned
reshaped
revitalized
shaped

Circle the words you think may apply to your experience
and use some of them to begin your achievement one-liners.

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MAINTAINING A JOURNAL FOR SENIOR PROJECT

During the Senior Project, you will want to keep an up-to-date record of the effort, problems and solutions, results, and time you have spent working on your paper and project. This journal is important for several reasons. First, it keeps you on task and focused by requiring you to write down what you have accomplished so far and what you need to do next. Secondly, it helps you keep a record of the time you have spent. Finally, the Senior Project journal allows your instructor and the Senior Board judges to realize the effort, thought, and learning stretch you have expended. It will give them a clearer idea of the scope of your project. This journal will be a part of the Portfolio the judges review before the Senior Oral Boards; therefore, you will want it to be clearly, neatly and accurately written.

Journal entries should be dated and include the following when applicable:

- The tasks and the time spent doing them: writing, note taking, designing, constructing, planning, taking classes or lessons, interviewing, contacting sources, volunteering, reading, purchasing materials and any other pertinent notes. Write in your journal what you accomplished and how much time was spent doing it and include any cost involved.
- Any resources you have used: materials, people, printed or online sources.
- Any problems you may have encountered and possible solutions.
- A list of what you need to do next with an approximate date you plan to do it.
- Feelings or thoughts you have about the various stages of the Senior Project. Let this journal be a thinking tool for you as you process any problems or successes you might be having. These journal remarks will be especially helpful to you when you prepare for the Senior Oral Boards.
- Any suggestions or responses others give you.

Not only is your Senior Project journal an important way of keeping track of the work you have done on your project, but it also can let others know the skills and attitudes you have demonstrated throughout the process. Also, writing and completing journal entries as you work on your paper and physical project will be very useful to you when it comes to preparing your speech. You can review all your entries and pick out certain ones to highlight in your oral presentation.

Students will write journal entries in class most weeks. **For the portfolio, the weekly journal entries must be a minimum of one-half page, typed, single-spaced, 10-12 font size.**

A man would do well to carry a pencil in his pocket, and write down the thoughts of the moment. Those that come unsought for are uncommonly the most valuable, and should be secured because they seldom return.

Francis Bacon

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BRAINSTORMING PROCESS PART ONE

Selecting an idea for your Senior Project can be a personal challenge. You need to consider your topic choice carefully because you will be spending a semester working on it. It is important to find a topic that truly interests, challenges, and excites you. The best Senior Projects, those that are meaningful, engaging, and fun, begin with a compelling and personal reason for topic selection.

The first step of the brainstorming process is to take time and answer the following questions. Write your responses on a separate piece of paper. Write in complete sentences using concrete examples. Answer carefully because you will use your responses to begin choosing a Senior Project topic.

1. Within the next five years, what successes do you hope to have accomplished?
2. What skills or abilities would you like to be able to do better?
3. For which activities do you wish you had more time?
4. About which ideas would you like to learn more?
5. What specific experiences do you really wish to have and why you do want these experiences?
6. About which controversial issues do you really feel strongly?
7. What profession(s) do you think about, but have not really seriously explored?
8. What is one area of life you believe needs to be improved? Consider the community of Pacific Grove, California, the United States, or the world.
9. What is one handcrafted item that you wish you could own?
10. What do you wish would happen in your life?
11. What goal have you avoided?
12. What do you complain about and why?
13. What political figure or community figure do you admire and why?
14. What is a skill or activity you can't do, but would like to do?

After you have written out your responses, read over your answers and select specific key words you used. **Underline key words and phrases that you repeated or that are of interest to you. In your analysis, think about words such as create, do, learn, change, improve, build, perform, design, and explore.** Keep in mind that a Senior Project involves you and represents active engagement.

BRAINSTORMING PROCESS PART TWO

Circle all of the areas in which you are interested.

Aeronautics	Agriculture	Animal Science	Anthropology
Archaeology	Architecture	Arts/Crafts	Astronomy
Biology	Botany	Business	Climatology
Communication	Controversial Issues	Culinary Arts	Drama
Economics	Education	Electronics	Energy
Engineering	Entertainment	Environment	English
Fashion	Film	Finance	Genetics
Geography	Geology	Government	Graphic Arts
Health	History	Industrial Arts	Insurance
Journalism	Languages	Law	Manufacturing
Marketing	Mathematics	Mechanical	Medical
Military	Music	Natural Resources	Nutrition
Oceanography	Performing Arts	Personal Services	Photography
Physics	Psychology	Radio	Recreation
Social Services	Sociology	Religion	Religious Practices
Sports	Technology	Television	Tourism
Transportation	Visual Arts		

And the big one: OTHER

In the next section, think about everything you would like to learn, do, fix, understand, see, improve, create, experience, or own. Jot down your ideas under the following categories. Do not edit this list at this time.

Business (entrepreneurial endeavors, trends) _____

Careers (schooling, job market research) _____

Education (learning styles, pedagogy) _____

Fine/performing arts (music, drama, dance) _____

Health/physical fitness (steroids, diet, physical goals) _____

Home economics (interior design, cooking, balancing accounts) _____

Industrial Arts (wood, metal products) _____

Math/science (math theories, environmental studies, biology, physics) _____

Photography/film (making a movie, photography displays) _____

Social Problems (homeless, aging, youth problems) _____

Sports/recreation (team sports, marathon running, yoga) _____

Travel (vacation, languages, exploration) _____

Writing/literature (fiction, nonfiction, journalism, poetry) _____

Art (painting, sculpture, other media or artistic styles) _____

Philosophy (religious, metaphysical) _____

Specialized hobbies/collections (coins, cars, stamps) _____

Social Studies (history, cultural studies) _____

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BRAINSTORMING PROCESS PART THREE

Select three topic areas to explore. It is time to begin evaluating which of the three will most suit you, your interests, abilities, resources, and skills.

Write your topic areas to explore on the lines below. Then evaluate each area by the following statements.

Topic #1 _____

Topic #2 _____

Topic #3 _____

Next, jot down notes about each of the following statements or questions for each topic. Be honest in your self-evaluation of each statement or question.

Level of personal interest, enthusiasm, and curiosity about each topic:

1. _____
2. _____
3. _____

Degree of difficulty and complexity when researching the paper and completing the project:

1. _____
2. _____
3. _____

Level of prior experience or knowledge you have related to each topic:

1. _____
2. _____
3. _____

Academic stretches for completing a paper and project for each topic:

1. _____
2. _____
3. _____

Degree of personal satisfaction of completion of paper, project, portfolio:

1. _____
2. _____
3. _____

How closely is each topic related to a career choice of yours?

1. _____
2. _____
3. _____

Rank how the topic choices reflect the potential for becoming a life-long hobby of yours:

1. _____
2. _____
3. _____

What is the resource availability of each topic choice?

1. _____
2. _____
3. _____

How does each topic choice reflect a talent or skill you want to develop, practice, or refine?

1. _____
2. _____
3. _____

How does each topic choice positively impact your school or community?

1. _____
2. _____
3. _____

Evaluate the topic choice options according to the "fun quotient" each one possesses:

1. _____
2. _____
3. _____

How does each option align with your monetary budget?

1. _____
2. _____
3. _____

How does each option align with your time management requirements?

1. _____
2. _____
3. _____

Prioritize your three topic choices according to the answers to the questions above. Write down the number one topic on line one, number two topic on line two and number three topic on line three.

Topic 1 _____

Topic 2 _____

Topic 3 _____

Consider the following: The "Groan" Zone occurs when a project is way above your head, is far too difficult and fills you with excessive anxiety. The "Flow" Zone occurs when a project is challenging but achievable if you stretch to apply your skills and knowledge, and you are able to master new challenges. The "Drone" Zone occurs when a project is so easy and beneath your skill level that it comes boring; there is no challenge and no passion.

In a paragraph, justify why your choice of topic falls in the "Flow" Zone.

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BRAINSTORMING PROCESS PART FOUR

Now that you have chosen a topic for exploration, you will need to think about a physical project related to your topic. You should brainstorm at least three possible physical projects, which relate to your research focus. Think about a project that will maintain your interest over a long period of time. What will you do? What will be the learning stretch? Look at the examples below to see more clearly the connection between the paper and the project.

Sample research topic focus: Some historians have proposed various, controversial theories surrounding the tragedy of President Kennedy's assassination.

Project: Using your research information, present a lesson to a history class at the middle school.

Sample research topic focus: Global warming threatens our environment, and we must find alternative energy sources to burning fossil fuels.

Project: Create a formula for and sample of a home-made biofuel. (Alternative project: create a wind energy generator that can power a light bulb.)

Sample research topic focus: Photography as a way to document significant moments in a person's life.

Project: Using a variety of photographic techniques, take photos of important events in your own life or in the life of a close friend or family member and create a scrapbook of the photos, including information about the techniques you used to achieve various effects (composition, lighting, color, etc.).

Write down your three physical project choices. Then analyze the choices by answering the questions that follow.

Physical Project Choice #1 _____

Physical Project Choice #2 _____

Physical Project Choice #3 _____

1. Consider the **learning stretch** you are required to make when you work on the physical project phase. The project must be challenging. Describe the **challenge** involved in each of your project choices.

Choice # 1 _____

Choice # 2 _____

Choice # 3 _____

2. Although success is not guaranteed, the project should be feasible if you can access the necessary skills and knowledge. It should represent a **balance of challenge and skills**. Describe the skills you have, or can learn, which will help you achieve success in each of your three choices.

Choice # 1 _____

Choice # 2 _____

Choice # 3 _____

3. You might have a great project idea but are not able **to access the resources** to do a good job. For each of your three project choices, list any printed or online materials, people, or classes, which can help you achieve the successful project you envision.

Choice # 1 _____

Choice # 2 _____

Choice # 3 _____

4. Estimate and list the possible expenses for each of your project choices; then consider your budget.

Choice # 1 _____

Choice # 2 _____

Choice # 3 _____

5. Consider the time factor involved in each of your physical project ideas. Think about your schedule. Try to determine how much time each of your choices will involve and how you will fit it into your schedule.

Choice # 1 _____

Choice # 2 _____

Choice # 3 _____

To narrow your choices to the one which will require your best effort and use of quality time, evaluate your choices according to which one you think best meets each of the following criteria. Write the choice on the line next to each criterion.

1. Provides a learning stretch and challenge _____
2. Affords opportunity to learn, refine, and practice skills _____
3. Offers available resources _____
4. Meets budget _____
5. Sustains interest and fun _____
6. Fits into time schedule _____
7. Reflects career awareness _____
8. Contributes to a lifelong hobby or interest _____
9. Benefits others and has societal value _____
10. Includes parental support _____

After careful analysis, write down your choice for your physical project:

Choice for physical project: _____

Remember: The “Groan” Zone occurs when a project is way above your head, is far too difficult and fills you with excessive anxiety. The “Flow” Zone occurs when a project is challenging but achievable if you stretch to apply your skills and knowledge, and you are able to master new challenges. The “Drone Zone occurs when a project is so easy and beneath your skill level that it comes boring; there is no challenge and no passion.

In a paragraph, justify why your choice of physical project falls in the “Flow” Zone.

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LETTER OF INTENT FOR SENIOR PROJECT

Using correct business format, write a letter of intent (a proposal letter) to your Senior Project English instructor. **The Letter of Intent's purpose is to introduce your Senior Project topic and physical project idea.** In this letter, though the organization is up to you, include the following information: 1) some information about yourself; 2) your topic of focus for both your research paper and your physical project; 3) your experience and interest in the topic area; 4) sources you hope to use and potential costs; and 5) a paragraph clearly indicating you understand the expected ethical behavior and the penalty for any violation.

Your letter should be well-written, thoughtful, in the proper format, and interesting to read. Before you begin brainstorming the content and organization of your letter, look at the example below; note how the required information was included.

SAMPLE LETTER OF INTENT

1234 Pine Avenue
Pebble Beach, California 93953

February 3, 2011

Mrs. Karinne Gordon
Pacific Grove High School
615 Sunset Drive
Pacific Grove, California 93950

Dear Mrs. Gordon:

I have chosen the area of interior design to study and research. Since I was young, my mother and I have watched Home and Garden Television together and read design and architectural books. Our favorite show, Divine Design, featured Canadian designer Candice Olsen who used a plethora of chic styles to suit her customers varying tastes. I have always loved to draw, paint, and take pictures, so interior design became another medium in which to express myself creatively. I took the liberty two years ago to sketch my room design and bring it to life.

In my research paper, I will discuss the history of interior design, the different classes or styles of interior design, what the interior design business entails today, and any other interesting topic-related information I come across. My resources will come mainly from design books, magazines, and articles, but I will use internet resources as well. However, I do plan to take a day trip to the diverse city of San Francisco to take pictures of architecture and find inspiration. My friend's sister took interior design classes in college, so I hope to interview her or any other student or established local interior designer.

For my physical project, I plan to draft and sketch a bedroom from my home (which we are currently remodeling) and virtually plan a design. I will make a board of sketches, use swatches of chosen fabric, and have pictures of the lighting and furniture I will use. I plan to also sketch and create three other rooms: a kitchen, bathroom, and closet/office space. I will use varying styles (i.e. modern, eclectic) for each room to demonstrate my knowledge of design.

I understand the importance of using my own words and the consequences of plagiarism. On presentation day, when I show my sketch boards to my audience and show them all the hard work I put into my project, I will know it was done by my own efforts. I cannot wait to receive an "A" on my project and graduate with the rest of my class May 27, 2011, with a smile on my face.

Sincerely,

Stellar Student

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LETTER OF INTENT RUBRIC

NAME _____

DATE _____

PERIOD _____ GRADE _____

CONTENTS OF LETTER OF INTENT:

Home address: complete or incomplete

School address: complete or incomplete
Pacific Grove High School
615 Sunset Drive
Pacific Grove, California 93950

Date: complete or incomplete

Salutation: complete or incomplete
Dear Mrs. Gordon:

Number of paragraphs 1 2 3 4 5 6

Typed yes or no

Double spaced between paragraphs: yes or no

Single spaced within paragraphs: yes or no

Font size _____ Font style _____

Items that must be incorporated in letter:

Biographical information: paragraph # _____

Topic of research paper: paragraph # _____

Physical project: paragraph # _____

Resources/costs: paragraph # _____

Ethical behavior: paragraph # _____

Closing complete or incomplete

Signature complete or incomplete

Typed name complete or incomplete

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ANIT-PLAGIARISM TIPS

**"There is much difference between imitating a man and counterfeiting him."
Benjamin Franklin**

Document all information you gain from primary and secondary sources.

Primary sources include:

- Interviews you conduct yourself (in person, on the phone, online)
- Surveys you have taken
- A scientist's actual notes
- A work of literature
- An autobiography

Secondary sources include:

- Textbooks
- Articles
- Reference books
- Literary criticism
- Any writing discussing any primary source

Why should you document?

Somebody went to a lot of trouble to gather the information you are using. The author might have spent months at the bottom of an ocean risking life and limb observing sharks. He or she might have spent years traveling from city to city to gather data. Whatever the case, remember this person worked harder to find the information than you did. So, give credit where credit is due.

On the other hand, maybe the author's information is erroneous, biased or in some way untrue. You won't, if due caution and adequate sources were used, be blamed for another author's inaccuracies if you have not claimed them as your own by failing to document.

Tips for documentation:

You must document all information you take from other sources, which includes direct quotations and paraphrases as well as ideas you gained from these sources. There is some information that is referred to as public domain, or common knowledge, which does not need to be documented. Examples of public domain include well-known phrases or proverbs such as, "What goes around comes around." It also consists of such common knowledge as, "George Washington was the first president of the United States." If you are in doubt about whether something is public domain or not, it is best to cite it.

If your information includes numbers, cite it. Double check for accuracy. For every fact we truly remember, there lurk a dozen non-facts we just think we remember.

The pulp tabloids (i.e. National Enquirer, Star) demonstrate that just because a piece of information is in print, does not mean it is true. Be sure to check the validity of information you gain on the Internet. People can write anything and put it online.

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Double-check any questionable or controversial information.

The more sources you use, the less likely you are to use another author's words.

Using more sources provides you with enough information to:

- Realize that different sources give different data
- Make comparisons and contrasts
- Make connections between different pieces of information
- Draw your own conclusions

The less research information you have, the less you will be able to write about your research topic, and therefore, the more you will find yourself relying on another author which may lead you into plagiarism.

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PLAGIARISM AND THE SENIOR PROJECT

The *PGHS Student Handbook* states that “Plagiarism is a direct violation of intellectual and academic honesty. Plagiarism refers to representing someone else’s words or ideas as one’s own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source. The use of a paper made up of passages copied word for word without acknowledgement is also plagiarism. In none of its forms can plagiarism be tolerated in an academic community. Plagiarism may constitute grounds for a failing grade or withdrawal from the class with no credit.”

Plagiarism includes but is not limited to:

- copying a paper off the internet
- copying another student’s paper
- copying from a source without giving the author credit
- closely paraphrasing a source without giving the author credit
- copying or closely paraphrasing large portions of text even if credit is given
- using information from a source not cited in the bibliography

Any student who plagiarizes any portion of his or her senior project will automatically score a zero (0). Because the senior project is a requirement for graduation, plagiarism on the senior project will result in a student not receiving his or her diploma.

Please sign below to acknowledge that you have read and fully understand the consequences of plagiarism on the senior project and have read and understand the tips for avoiding plagiarism.

Student Signature

Date

Print Student Name

Parent Signature

Date

Print Parent Name

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RESEARCH WRITING

FINDING A FOCUS IN A DRAFT

Writing a research paper can be a boring and tedious process or it can be an interesting and engaging one. If the information to write the paper is of interest to you personally, completing the paper and taking pride in its quality of content is much more easily attained. In order to write a research paper of interest to you, you must have a particular idea you find intriguing and you need to make a point about that idea. A piece of writing without a unifying opinion, main idea, or message leaves a bemused and confused reader asking, "So What?" and wondering "What is the point?" In academic writing, establishing a clear focus and a sound and interesting thesis is especially important; it involves reading, writing, thinking, narrowing your topic to manageable bounds, and then realizing the important questions to ask. **All research papers have a carefully written thesis directing the content.** Stay flexible; you may want to change your topic or your question as you discover more information. Yet, you need to start with a good working thesis statement.

To begin to narrow your focus to arrive at a thesis statement, you need to start by posing possible questions about your topic worth exploring. Some examples:

1. Can a government-regulated rating system for television shows curb children's exposure to violent programming?
2. Which geological formations are the safest repositories for nuclear waste?
3. Will a ban on cloning threaten important medical research?
4. What was Marcus Garvey's contribution to the fight for racial equality?
5. How can governments and zoo help preserve China's endangered panda?

Choose questions that are narrow (not too broad), challenging (not too bland), and grounded (not too speculative).

Choosing a narrow question.

If your initial question is too broad, given the length of the paper you plan to write, look for ways to restrict your focus.

Too Broad

What are the hazards of fad diets?

Narrower

What are the hazards of liquid diets?

Choosing a challenging question.

Your research paper will be more interesting if you base it on an intellectually challenging line of inquiry. Avoid bland questions that fail to provoke thought or engage readers in a debate.

Too bland

What is obsessive-compulsive disorder?

Challenging

What treatments for obsessive-compulsive disorder show the most promise?

Choosing a grounded question.

Make sure that your research question is grounded, not speculative. The central argument of a research paper should be grounded in evidence; it should not be based entirely on beliefs.

Too Speculative

Is capital punishment moral?

Grounded

Does capital punishment deter crime?

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DEFINING, REVISING, AND REFINING THE THESIS STATEMENT

Your thesis is your statement of opinion, main idea, or message that unifies your piece of writing, makes a connection between you and the subject area, lets your reader know where you stand in relation to the topic, and answers the question posed. The thesis expresses not just your opinion, but your informed, reasoned judgment. It defines the paper's focus and content. A well-written thesis is like a map; it will give your paper direction. An engaging, clear thesis will help guide your thoughts, focus selection of your sources and direct which issues to address within your paper. Careful thesis selection is time well spent.

Examples of Narrowed Topic with Question and Thesis

Subject: College admissions (broad subject area)

Topic: Affirmative action in college admissions (Topic for exploration)

Question: What problems do the students who are accepted by colleges under affirmative action policies face? (Key question)

Thesis: The public and the press often unjustly question the abilities of students accepted into colleges under affirmative action policies. (Thesis is your statement of opinion or your main idea in answer to the question)

Subject: Mountain lions (broad subject area)

Topic: Mountain lion attacks on people in California (Topic for exploration)

Question: Because of the increasing numbers of mountain lion attacks on humans, should Californians reconsider their laws protecting the lions? (Key question)

Thesis: When Californian politicians revisit the mountain lion question, they should frame the issue in a new way. A future proposition should retain the ban on sport hunting but allow the Department of Fish and Game to control the population. (Thesis is your statement of opinion or your main idea in answer to the question)

A good working thesis does the following:

1. Narrows your topic to a single main idea that you want to communicate.
2. Asserts your position clearly and firmly in a sentence that makes a claim about a topic.
3. States not simply a fact but an opinion.
4. Makes a generalization that can be supported by details, facts, and examples.
5. Stimulates curiosity and interest in readers and prompts them to think, "Why do you say that?" and read on.

You also need to consider the four kinds of thesis statements and decide which one will best represent the type of paper you plan to write:

- A. Exploratory/Perspective:** this thesis indicates an informative, exploratory perspective, representing a variety of viewpoints related to a particular issue.

Example: Although wood-framed homes are still the most commonly built, the construction industry and the consumer have a variety of building material choices including the use of steel, straw bales, cement, stucco, synthetic woods, bricks and rocks.

- B. Persuasive:** this thesis makes a forceful statement using proof in an attempt to persuade or convince the reader of a particular viewpoint or position. This type of paper requires objectivity, honest portrayal of evidence, and support for the position advocated.

Example: Undeniable evidence reveals that much of the depletion of our forests clearly and directly depends upon the types of material and techniques contractors and consumers choose to use when building structures.

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C. Problem/Solution: this thesis informatively addresses a problem, previews several solutions, and then endorses one.

Example: With the threat of increased and rapid depletion of our forests, building contractors and consumers need not only to understand alternative, environmentally sound building techniques, but also to consider seriously the positives found in straw bale construction.

D. Comparison/Contrast: this thesis compares and contrasts one idea to another.

Example: Although many of the concepts used in building a straw bale structure are similar to those employed when building with wood, the design, heat efficiency and environmental friendliness of the straw bale building are markedly superior.

After you have decided on the kind of paper you plan to write, look at the "WORD CACHE" below and select words from this list or use similar words to create a powerfully directed and interesting working thesis. Write at least three thesis statements, each fitting the thesis category you have chosen. Ideally, each will be better than the last. Select the thesis statement you will use in your research paper. Refine it, reinforce it by careful use of word choice, and then neatly write it on the lines provided. Note: Include your thesis statement in the introduction to your paper.

WORD CACHE

Choices, possibilities, options, alternatives, flexibility, like, similar, such as, varies, variety, styles, decisions, actions, perspective, attitude, risk, explore, seek, ideal, adapt, creative, preference, change, advancement, comparison, same, practical, study, directly, convincing, proves, clearly, undeniably, irrefutable, joins, incontestable, verifies, defines, best, consequences, defends, worst, superior, indicts, promotes, hazy, guarantees, achieves, concludes, indefensible, contrast, relationship, divergent, parallel, identity, resemblance, mirrors, reflects, unique, sequel, commonality, disagree, counters, results, evidence, assumptions, analysis, indicates, understand, direction, reality, logical, prediction, proof, consequences, reciprocal, likeness, absolute, equivocal, complications, complexity, inference, exchangeable, persistent, past, relevant, application, obvious

Possible thesis statements:

- 1.
- 2.
- 3.

FINAL REVISED AND REFINED THESIS STATEMENT:

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SOURCES

Resources to consider when creating a search strategy (whether a source is a primary or a secondary source is indicated in parentheses):

Library Resources

- General and specialized reference works (secondary)
- Books (primary or secondary)
- Articles in scholarly journals (primary)
- Articles in magazines and newspapers (secondary)
- Diaries and letters (primary)
- Audiovisual materials (primary or secondary)

Internet Resources (mostly secondary)

- Web sites
- Reference works
- Electronic texts
- Government documents
- News articles
- Newsgroups
- Email

Field Research (mostly primary)

- Interviews
- Opinion surveys
- Discussion groups
- Literature from organizations
- Observations and experiments

Periodicals

Periodicals are publications issued at regular intervals, such as magazines, newspapers, and scholarly or technical journals. Periodical indexes are usually available in both print and electronic formats. Most libraries have a wide selection of electronic databases, either on CD-ROMs or through online subscription services. *InfoTrac* and *Reader's Guide to Periodical Literature* focus on popular periodicals and cover a wide range of subjects and publications. You search for periodical articles in an electronic database just as you look for books in the library's computer catalog—by author, title, or subject keywords. If you are looking for periodical articles that appeared before the mid-1980s, you may need to turn to a print index.

Search Engines

Multilevel subject or topic directories arrange sites into manageable categories and allow you to find relevant sites without searching the entire Internet. Subject directories can be stand-alone programs such as *Argus Clearinghouse* or they can be part of a search engine such as Google or Yahoo.

Searching by keyword

- Make your keywords as specific as possible.
- Check your spelling
- Refine your broaden your search as needed.

Refining keyword phrases:

Use **quotation marks** around words that are part of a phrase: "Broadway Musicals"

Use **AND** to connect words that must appear in a document: Ireland **AND** peace/Some search engines require a +: Ireland + peace.

Use **NOT** in front of words that must not appear in a document: Titanic NOT movie. Some search engines require a **minus sign** instead: Titanic – movie.

Use **OR** if only one of the terms must appear in a document: “mountain lion” OR cougar.

Use an **asterisk** as a substitute for letters that might vary: “marine biolog*”

Use **parentheses** to group a search expression and combine it with another: (cigarettes OR tobacco OR smok*) AND lawsuits.

Leading Search Engines

Alta Vista

Google

Bing

Yahoo

Virtual Libraries

Virtual libraries are excellent resources for finding online references and useful research sites; some even offer advice on writing and documenting research papers. Virtual libraries are usually organized like subject. **Here are some useful virtual libraries:**

The Internet Public Library

Thor*: The Libraries of Purdue University

The WWW Virtual Library

The Library of Congress

The Webliography: Internet Subject Guides

EVALUATING SOURCES

The most important aspect of conducting research is finding credible, reliable, and accurate information. In this age of “information overload,” on the Internet, how do you know whether a source meets the test of credibility, reliability, and accuracy? Following are some tips to help you decide whether or not a source is worth your attention.

Previewing a book:

- **Scan** the front and back covers for information about the book’s scope and the author’s credentials.
- **Glance** through the table of contents, keeping your research question in mind.
- **Skim** the preface in search of a statement of the author’s purpose.
- **Using the index**, look up a few words related to your research question.
- **If a chapter seems useful**, read its opening and closing paragraphs and skim any headings.
- **Consider the author’s style and approach.** Does the author seem to present ideas in an unbiased way?

Previewing an article:

- Consider the publication in which the article is printed. Is the publisher reputable? Who is the target audience of the publication? Might the publication be biased toward the target audience?
- For a magazine or journal article, look for an abstract or a statement of purpose at the beginning; also look for a summary at the end.
- For a newspaper article, focus on the headline and the opening sentences, known as the lead.
- Skim any headings and take a look at any charts, graphs, diagrams, or illustrations that might indicate the article’s focus and scope.

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Previewing a Web site:

- Browse the home page. Do its contents and links seem relevant to your research question?
- Consider the reputation, credibility, and motive of the site's author. Is the site reputable enough to consider for further evaluation?
- Check to see if there is a note about when the site was last updated. For a current topic, some sites may be outdated.

Evaluating all sources:

Checking for signs of bias:

- Do the author and publisher have reputations for accurate and balanced reporting?
- Does the author or publisher have political leanings or religious views that could affect objectivity?
- Is the author or publisher associated with a special-interest group, such as Greenpeace or National Rifle Association?
- How fairly does the author treat opposing views?
- Does the author's language show signs of bias?

Assessing an argument:

- What is the author's central claim or thesis?
- How does the author support this claim—with relevant and sufficient evidence or with just a few anecdotes or emotional examples?
- Are statistics accurate? Do they appear to have been manipulated or "doctored"? Statistics can be misleading when they are used selectively or with omitted mathematical details.
- Does the author consider opposing arguments and refute them persuasively?
- Does the author fall prey to any logical fallacies?

Evaluating Web sources:

- **Authorship:** Can you determine the author of the site? When you are on an internal page of a site, the author may not be named. To find out who wrote the material or what organization sponsored the site, try going to the home page.
- **Credibility:** Is the author of the site knowledgeable and credible? Does the site offer links to the author's home page, resume, or email address?
- **Objectivity:** Who, if anyone, sponsors the site? Note, that a site's domain name often specifies the type of group hosting the site: commercial (com), educational (edu), nonprofit organization (org), governmental (gov), military, (mil), or network (net).
- **Audience and purpose:** Who is the intended audience of the site? Why is the information available: to argue a position? to sell a product? to inform readers?
- **Documentation:** On the Internet, traditional methods of documentation are often replaced with links to original sources. Whenever possible, check out a linked source to confirm its authority.
- **Quality of presentation:** Consider the design and navigation of the site. Is it well laid out and easy to use? Do its links work, and are they up-to-date and relevant? Is the material well-written and relatively free of error?

NOTE TAKING

There are three kinds of note taking: **summarizing, paraphrasing, and quoting**. As you take notes, be sure to **include exact page references since you will need the page numbers later** if you use the information in your paper.

A **summary** condenses information, perhaps reducing a chapter to a short paragraph or a paragraph to a single sentence. A summary should be written in your own words; if you use phrases from the source, put them in quotation marks.

A **paraphrase** is written in your own words; whereas a summary reports significant information in fewer words than the source, a paraphrase retells the information in roughly the same number of words.

A **quotation** consists of the exact words from a source. In your notes, put all quoted material in quotation marks; do not trust yourself to remember later which words, phrases, and passages you have quoted and which are your own.

DRAFTING

Outline your paper before you start writing. When you do start writing, be sure to provide organizational clues: topic sentences, transitions between major sections of the paper, and perhaps subheadings. Otherwise, your paper will appear disorganized, and your ideas will sound less credible.

Draft the paper in an appropriate voice. A chatty, breezy voice is usually not welcome in academic papers, but neither is a stuffy, pretentious style or a timid, unsure one.

Too Chatty: The cougar is a lean, mean killing machine.

Better: The cougar is so strong, fast, and agile that it can bring down prey five or six times its size.

Too Stuffy: It has been determined that mountain lion onslaughts on humans are ascending exponentially.

Better: Statistics show that mountain lion attacks on humans are increasing at a dramatic rate.

Too Timid: Although I am no expert, it seems to me that state laws should treat the mountain lion just like any other species that is not endangered.

Better: State laws should treat the mountain lion just like any other species that is not endangered.

WHEN TO USE QUOTATIONS

- When language is especially vivid or expressive
- When exact wording is needed for technical accuracy
- When it is important to let the debaters of an issue explain their position in their own words
- When the words of an important authority lend weight to an argument
- When the language of a source is the topic of your discussion (as in an analysis or interpretation)

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It is not always necessary to quote full sentences from a source. To reduce your reliance on the words of others, you can often integrate a phrase from a source into your own sentence.

Limit your use of quotations, but when you include them, use signal phrases (also known as “lead-ins” to introduce them.

Readers need to move from your own words to the words of a source without feeling a jolt. Avoid dropping quotations into text without warning.

Dropped Quotation: California law prevents the killing of mountain lions except for specific lions that have been proven to be a threat to humans or livestock. “Fish and Game is even blocked from keeping mountain lions from killing the endangered desert bighorn sheep” (Perry 4).

Quotation with a signal phrase: California law prevents the killing of mountain lions except for specific lions that have been proven to be a threat to humans or livestock. Tony Perry points out that, ironically, “Fish and Game is even blocked from keeping mountain lions from killing the endangered desert bighorn sheep” (Perry 4).

Model Signal Phrases:

In the words of lion researcher Marice Hornocker, “...”

As Kevin Hansen has noted, “...”

“...,” claims the CLAW spokesperson Stephanie Cruckshank.

“...,” writes Edward Broadbent, “...”

California politician Tim Leslie offers this view:

Jerome Robinson answers these objections with the following analysis:

Verbs in Signal Phrases

acknowledges	claims	disputes	notes	responds
adds	comments	emphasizes	observes	suggests
admits	compares	endorses	points out	thinks
agrees	confirms	grants	reasons	writes
argues	contends	illustrates	refutes	
asserts	declares	implies	rejects	
believes	denies	insists	reports	

Parenthetical References: Include a parenthetical reference to indicate which source in your Works Cited list you are quoting. A parenthetical reference must include the author’s last name and the page number. If the quotation is from an authorless source, then include a key word or words from the title of the document. If the source is a Web page, you may omit the page number. Note that the parenthetical reference comes AFTER the closing quotation mark, but BEFORE the end punctuation (as in the examples above).

REVIEWING A RESEARCH PAPER: GLOBAL REVISIONS

Focus

- ✓ Is the thesis clearly stated? Is it placed where readers will notice it?
- ✓ Does each paragraph support the thesis?

Organization

- ✓ Can readers follow the organization? Would subheadings help?
- ✓ Do topic sentences signal new ideas? Do transitions help readers move from one major group of paragraphs to another?
- ✓ Are ideas presented in a logical order?

Content

- ✓ Is the supporting material persuasive? Are the arguments strong enough to stand up to arguments of those who disagree with the thesis?
- ✓ Are the parts proportioned sensibly? Do the major ideas receive enough attention?
- ✓ Is the draft concise—free of irrelevant, unimportant, or repetitious material?

Style

- ✓ Is the voice appropriate—not too chatty, too stuffy, or too timid?
- ✓ Are the sentences clear, emphatic, and varied?

REVIEWING A RESEARCH PAPER: USE OF SOURCES

Use of quotations

- ✓ Is quoted material enclosed within quotation marks?
- ✓ Is quoted language word for word accurate? Use ellipses (words left out) or brackets [your own added words] to indicate omissions or additions.
- ✓ Does a clear signal phrase prepare the readers for each quotation?
- ✓ Does a parenthetical citation follow each quotation?

Use of summaries and paraphrases

- ✓ Are summaries and paraphrases free of plagiarized wording (not copied or half-copied from the source)?
- ✓ Are summaries and paraphrases documented with parenthetical citations?
- ✓ Do readers know where the material being cited begins? In other words, does a signal phrase mark the beginning of the cited material unless the context makes clear exactly what is being cited?

Use of statistics and other facts

- ✓ Are statistics and facts (other than common knowledge or public domain) documented with parenthetical citations?
- ✓ If there is no signal phrase, will readers understand exactly which facts are being cited?

PACIFIC GROVE HIGH SCHOOL

RESEARCH PAPER STYLE SHEET

The research paper is a big part of every student's high school career. In many of your classes at Pacific Grove you will be asked to write papers that will require you to do research into what others have said or written or thought about a topic. For those papers, Pacific Grove High has developed a standard format for the paper and the documentation of material in the paper. A speech may also require a documentation section. This research may be in books, magazines, government documents, or on a computer service. It may be done through interviews or done through an interactive video or be based on a film or television program. No matter the source, part of the requirement of repeating the ideas, thoughts and words of someone else is to give credit to that person. The way to give credit to others for their words and ideas is to include with your paper or speech a list of the sources you referred to or quoted (cited). This is called a **Works Cited**. You must also, in the body of the paper, give credit as you quote or paraphrase the work of someone else. That is called **citing** your sources or a **citation** or **cites**. Often, as you research, you will read works that you do not actually use in the paper or speech, a list of these works is called a **Works Consulted**. Though this may sound complicated, it is not. It is not hard to do if you carefully follow the instructions in this style sheet. This sheet is the Pacific Grove High adaptation of a standard form used in most colleges and universities called the *MLA Handbook for Writers of Research Papers*. Use this style sheet for all your papers and it will be easy to do, and your papers will be correct.

The Format: how to set your paper up.

1. Cover

Teacher discretion

2. Title Page

Center the following information on the first page as shown. Do not number this page.

Title of Research Paper

by

Your Name

Class Name

Date

Period

3. The Body

The body is the paper itself. It must always be double-spaced. Your last name and the page number must always appear in the upper right hand corner. The margins, top, bottom and sides must be uniform on all pages. The side and bottom margins may not be greater than one inch and the top margin no greater than one and one-half inches after page one which may be one and three fourths inches, but no greater. There is no number on page 1.

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4. The Works Cited

The "Works Cited" is a list of all the information sources (books, films, computer programs, TV shows, or interviews that you read, saw or consulted within the process of your research) that you actually **quote** or **paraphrase** in your paper. This list appears at the end of your paper and each source is listed in alphabetical order by the first letter of the entry. Do **not** number the entries.

5. The Works Consulted

A "Works Consulted" is a list of all sources that **you used for information but did not quote or paraphrase** in the paper. This list appears at the end of your paper and each source is listed in alphabetical order by the first letter of the entry. Do **not** number the entries.

Writing and documenting a research paper

A research paper or a paper with a research element by its very nature requires the use of borrowed material. Borrowed material is material that is found in primary and secondary or even in third hand sources and is not common knowledge. Material is considered borrowed even when you put it in your own words and even when you have read it in several sources. All borrowed material must be documented (cited) –direct quotations, paraphrased material and even borrowed ideas.

Paraphrasing:

Paraphrasing is to put into your own words what you have read in a primary or secondary source. Paraphrasing must be documented.

Quotations:

Quotations are an important part of a research paper, but they must be used carefully and selectively and in the proper format. Quotes should be used only when they are important and special and as a writer you find no better way to say it. In writing you must avoid naked quotes. In other words, be sure to introduce a quote with a sentence or part of a sentence of your own that makes reference to the quote or names the source, and nicely incorporates the quote into your own writing. Naked quotes are just padding and add little to the meaning of the paper.

How to incorporate and document (cite) quotes and paraphrases in the research paper.

When writing your research paper you must document your sources with a cite or citation. It is considered plagiarism if you do not give credit to a source you use. **At Pacific Grove High School, a paper that is plagiarized, fails.** To document your sources, you will use parenthetical references within the body of the paper, as well as a "Works Cited" list and a "Works Consulted" list at the end of your paper. Parenthetical documentation is easy because it provides a brief source of information in parentheses within the body of the research paper. It is simply a brief amount of information about the source that directly follows the quoted or paraphrase material. For more complete information, the reader will then consult the Works Cited at the back of the paper.

RESEARCH READY CHECKLIST

Take the following quiz to determine how prepared you are to begin the research component of the Senior Project. Read each statement carefully, and then as accurately as possible assess how closely that statement applies to you by writing a few words to describe your situation.

1. I know when the due dates for the first typed draft and final drafts are due.
2. I understand the basics of writing a research paper.
3. I filled in my calendar and devised a realistic "game plan" that I can use to complete the paper and the entire Senior Project.
4. I know what plagiarism is and understand the consequences of such actions.
5. I have all the supplies I need to begin: paper, pens, pencils, note cards, computer disk, computer paper, and my Senior Project Manual for notes and assistance.
6. I selected a research topic that truly interests me.
7. My thesis statement for my paper is clear and narrow enough to direct my writing.
8. I have located several sources to use to begin my research.
9. I know how to perform an Internet search for my topic.
10. I have created an outline of the general topics that support my thesis.
11. I have a place where I can work on my paper and will not be bothered by interruptions.
12. I understand the difference between a primary and a secondary source.
13. I understand the difference between the Works Cited and the Works Consulted.
14. I know how to format the paper including the title page.
15. I have located and contacted someone to interview who has information I can use in my research paper.

Total your points. The closer your total is to 15 the more ready you are to begin.

Make a list of tasks you need to do immediately or information you need to find out before you begin your research. Be sure to put the date by which each task will be completed.

THINGS TO DO:

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INTERVIEWING PROCESS

One of the senior project requirements is a personal interview with an expert in your topic. This interview will appear in your portfolio. The personal interview is a great way to not only gather information for your research paper but also to make a contact who might possibly be your mentor for the project phase. Also, it is enjoyable to talk to someone who is interested in your subject area. The information you gain from this person is often more valuable than the material taken from written sources. Take full advantage of your time with this expert by properly preparing ahead of time. Use effective interviewing skills, and immediately afterwards carefully review your notes.

Important notes about whom you may interview: Your interviewee cannot be related to you. He or she may not be younger than 25 years old. The interview must be face-to-face. No phone or internet interviews will be accepted.

BEFORE THE INTERVIEW:

- Decide if this is the best person to interview for your topic selection.
- Discern the purpose of your interview.
- Call and make an appointment.
- Write out clearly phrased questions reflecting the purpose of the interview, which is to gain information supporting and adding to the thesis of your research paper.
- Gather your material: pen, paper, and equipment.
- Call the day before your scheduled interview to confirm your appointment.

DURING THE INTERVIEW:

- Dress appropriately; be well groomed.
- Be punctual; arrive 10 minutes early.
- Introduce yourself in a professional manner, i.e. firm handshake, smile, eye contact.
- Review the purpose of the interview again and thank the person for his or her time.
- If using a tape recorder, ask permission of the interviewee.
- Do not digress during the interview; stay on task.
- Listen for possible leads; formulate new questions.
- Ask for clarification if needed, and do not be embarrassed to ask the person to repeat an answer you did not understand or hear correctly.
- Honor "off the record" remarks.

AFTER THE INTERVIEW:

- Write a thank-you letter to the person.
- Review your notes as soon after the interview as possible.
- Consolidate information; prune information you cannot use.
- Be careful that direct quotes are accurately recorded.
- If in doubt about a specific comment, contact the person again for clarification.
- Make a list of additional resources you have uncovered during the interview.

FORMAT FOR TYPING UP YOUR INTERVIEW:

Begin by writing an introduction to your interviewee. This introduction should include the person's name, title (position held), length of time in that position, and employer. Then proceed to transcribe your interview in question and answer format (type your question, single-spaced; then type your subject's response single-spaced, with a line space between the questions and answers). This transcribed interview must be a minimum of two pages long in a regular 12-point font.

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THE INTERVIEWING PROCESS

QUESTIONS? QUESTIONS? QUESTIONS?

Asking the right questions is critical for a successful interview. The following questioning prompts might help you get started.

1. How are you involved with
2. What is basic to know about
3. How long have you
4. Who else has
5. Where did you learn
6. What is the most challenging about
7. What do you enjoy about
8. What is next in terms of
9. If you could change one thing about
10. How do you envision the future of

Make a list of possible people you plan to interview.

Include the person's work address and phone number.

1. _____
2. _____
3. _____
4. _____
5. _____

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INTERVIEWING PROCESS

INTERVIEWEE EVALUATION FORM

To the Resource Volunteer:

Thank you so much for volunteering your time to talk to a student concerning his or her Senior Project. The Senior Project program affords the student the opportunity to gain specific information regarding an occupation, career choice, body of knowledge, or skill from an adult expert in that field.

The time, place, and approximate length of the interview should have been arranged with you prior to the appointment. Please fill out this Interview Evaluation Form concerning the information discussed in the interview.

Thank you again for taking time to share your expertise with our students. School and community working together benefit everyone.

Sincerely,

Karinne W. Gordon
English Department
Pacific Grove High School

Please complete the following information:

1. Resource volunteer's name: _____
2. Address: _____
3. Phone: _____
4. Did the student arrive punctually for the interview? YES or NO
5. Was the student prepared with questions? YES or NO
6. Were the questions appropriate to the topic and well-phrased? YES or NO
7. Did the student take notes? YES or NO
8. Did you feel the interview was valuable? Explain.

Please add any other written comments:

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EDITING SHEET FOR THE RESEARCH PAPER

Author's Name _____ Reviewer's Name _____

A. Content and Organization:

1. How long is the text of the paper? Does it include page numbers in the upper right-hand corner?
2. Write the thesis statement:

3. What issues does the paper discuss (list the main sections of the paper)?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. Do all the sections of the paper support and develop the thesis?
5. Is the paper clearly written with well-phrased sentences and transitions?
6. Does the conclusion restate the thesis?
7. Does the conclusion have an added thought (a "twist") for the reader to consider later?

B. Use of Sources:

1. Do the works cited page have the required number of sources?
2. What types of sources are they? List the number of the following: interviews, printed books, periodicals, newspapers, and online resources.
3. How many times did the author document sources (use parenthetical references) within the paper?
4. Are enough resources cited in the paper to make it a *research paper instead of a personal essay*?
5. Is all the paraphrased information documented?
6. Is the correct format followed in listing the sources in the Works Cited and Works Consulted?

C. Mechanics:

1. Are all book, magazine, and play titles italicized?
2. Are quotation marks around magazine or internet article titles?
3. Circle spelling errors. Double check for homophones (to/too/two, their/there/they're, its/it's).
4. Check for commas. Did the author use a comma between two sentences joined by *and*, *but*, *or*, or *nor*? Did he or she use commas after long introductory clauses?
5. Highlight "dead" words, such as "get," "good," "nice," "very," "lots," "thing/things."
6. Are all contractions spelled out?
7. Did the author eliminate all use of second-person pronouns (you, your)?

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COMPILING THE PORTFOLIO FOR SENIOR PROJECT

The Senior Project Portfolio presents organized, great-looking documentation of your Senior Project journey and achieves several purposes:

1. gives the judges a firsthand look at your Senior Project work while establishing a first impression of who you are.
2. offers you an overall perspective of your Senior Project, allowing you to plan a purposeful and powerful Senior Project speech with plenty of support.
3. provides you with items you can use in college or the work force.
4. allows you a place to keep your work together and organized.

You can work on your portfolio progressively and avoid the last-minute stress of racing around trying to find pieces of work you completed months ago and need to find, refine and put in your portfolio. Your portfolio is, in essence, an introduction of yourself, which forms a first impression on whoever looks at it. Think quality! Your portfolio needs to be organized, interesting to preview, and graphically engaging. All of these things can be accomplished if you start now, and work diligently on your portfolio, finalizing each piece as the Senior Project moves along.

Before you begin, think about your portfolio's organization. Use the portfolio checklist as your guide. Create and format a table of contents and think about how you want your portfolio to look. Do you plan to use graphics, divider pages, sections coded by color, pictures or charts, drawings or designs, a copy of your budget, time sheets, and any other pertinent information? **Make sure you have a clean, carefully edited copy of each item you are going to include in the portfolio, with no instructor marks or notes.**

Remember that this portfolio represents you and all of your hard work. Create not only a history of your Senior Project that is interesting to look at, but one which you will want to keep long after your Senior Project is over. Students have said that the Senior Project, though lots of hard work, represents one of the most meaningful high school experiences in which they have ever been involved. Many students have used their Senior Project material at the university level as a foundation for another project. With that in mind, design a portfolio that celebrates and records your Senior Project efforts, accomplishments, and success!

**To be caught up in the world of thought—that is education.
Edith Hamilton**

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SENIOR PROJECT PORTFOLIO CONTENTS

NAME _____ DATE _____ PERIOD _____

REQUIRED ITEMS FOR PORTFOLIO (Check off items that are included.)

1. COVER (Includes your full name and period plus a graphic representation of your project) _____
2. TABLE OF CONTENTS (List of all documents in the portfolio) _____
3. LETTER TO THE JUDGES (Letter addressed to judges) _____
4. RESUME (Revised and updated) _____
5. LETTER OF INTENT (Letter addressed to your instructor) _____
6. RESEARCH PAPER (Revised and updated; be sure to include title page with name, date, and period as well as the Works Cited/Works Consulted pages) _____
7. BRAINSTORMING SUMMARY (One-page summary of your brainstorming process) _____
8. JOURNAL ENTRIES (minimum of 10 entries for the semester; 1/2 to a full page for each entry) _____
9. INTERVIEW FORMS _____
10. INTERVIEW QUESTIONS AND ANSWERS _____
11. SENIOR PROJECT VERIFICATION (Parent or mentor must complete this form) _____
12. SENIOR PROJECT ESLRs _____
13. SENIOR PROJECT SELF-EVALUATION _____

OPTIONAL ITEMS FOR PORTFOLIO

My Story Paper _____

Pictures/Credentials/Certificates _____

ORAL BOARDS: Judges will grade on the following items: Language Use, Content, Organization and Preparation, Voice, Body/Presence, Dress/Appearance, and Response to Questions. See separate handout, "Scoring for Senior Oral Boards."

SENIOR PROJECT PORTFOLIO GRADE _____

JUDGES' SENIOR ORAL BOARD GRADE _____

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SENIOR PROJECT PORTFOLIO COVER

Design a visual representation of your Senior Project. **Include your research paper topic, the physical project, your class period, and your full name.** Start the description of your physical project with an active verb. Use any kind of creative design techniques you can access, and make this a real statement of your intentions for your Senior Project. This visual representation will be used as the cover for your portfolio.

Action verbs: advertise, assemble, build, coach, collect, communicate, compose, cook, compute, contact, critique, debate, design, develop, devise, draft, draw, edit, enact, examine, explore, experiment, exhibit, facilitate, form, gather, group, graph, illustrate, invent, improvise, investigate, instruct, market, mimic, modify, organize, paint, participate, plan, persuade, perform, predict, prepare, preset, produce, prove, publish, repair, reproduce, revise, sew, sing, synthesize, solve, teach, test, trace, and write.

USE THIS SPACE TO BRAINSTORM IDEAS FOR YOUR PORTFOLIO COVER:

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SENIOR PROJECT VERIFICATION

You have been chosen to verify the following student's efforts during the Senior Project. Because most of the time spent on the Senior Project has been out of class, verification of the student's efforts is necessary. You might have seen the student working throughout the whole Senior Project, or maybe you have only witnessed the student working on one part of the Senior Project. Please answer the following questions based on what you have observed in order to help us evaluate his or her performance.

Student's Name: _____ Date _____ Period _____

Signature of person verifying the work: _____

Printed name of person verifying the work: _____

1. Please verify the number of hours he or she has spent on the physical project.

Number of hours you can verify: _____

Explain:

2. Have you seen the project at different stages of completion, not just the final phase?

Explain:

3. What specific problems did the student encounter, and what evidence of problem solving did you observe?

4. Have you seen any changes in skills or attitude over the time you observed the student working on his or her Senior Project? Please explain.

Please add any comments you feel apply to the Senior Project.

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THE ORAL BOARDS: SPEECH PREPARATION

The Senior Project Oral Boards is the culmination of the many months of work you spent on your paper, physical project, and portfolio. What you expected, what you learned, your self-growth, your disappointment, and your achievements are uniquely yours. The judges are waiting to hear you discuss information reflecting your research as well as knowledge you have gained from the physical project phase. They will also be interested in evidence of self-growth, learning stretch, and problem solving strategies. The Senior Project Oral Boards is a time of personal reflection and public celebration.

STEP ONE:

What should I say? Answer the following questions, which will help define and guide the content of your oral presentation.

- How do your paper and physical project connect?
- What emotions did you experience as you worked through the paper and the physical project: excitement, anger, frustration, pride?
- What problems did you encounter: money, time management, skill deficiency, lack of resources? Explain.
- What personal growth and self-knowledge did you gain from completing the paper and the physical project? What knowledge did you learn about your topic?
- How did the physical project affect your plans: related to career, hobby, and general interests?
- What Senior Project advice would you pass on to next year's seniors?

STEP TWO:

How am I going to say this? The information below provides an organizational framework for your oral presentation.

- Try to blend the research and self-growth ideas smoothly into the narrative and the discussion of what you did on the Senior Project.
- Slip blank cards into spaces where a visual is needed.
- If you have a physical project that cannot be displayed, on another card, jot down your ideas for showing it to the judges (e.g., use of photographs).
- Plan your introduction: the introduction should grab the audience's attention, make the topic thesis clear, and take less than one minute.
- Decide how you will integrate your paper, physical project and visual representation of your Senior Project, into your speech. Avoid passing items around during your speech; this causes too much distraction.
- Plan your conclusion: the conclusion should restate the topic thesis, leave the audience thinking, and take less than one minute.
- Design and produce your visual aids.
- Make sure your instructor knows what AV equipment you will need.
- Look at each 3 × 5-index card and fill in details, colorful anecdotes, and factual information.

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STEP THREE:

Practice these speech techniques:

- Make eye contact. Practice often enough that you only need to glance occasionally at your index cards. True communication involves the eyes.
- Stand proudly. Avoid gripping the podium because white knuckles are so unattractive; locking your knees and twitching, wriggling, and shaking are easily avoided if you have practiced sufficiently.
- Speak loudly and clearly. Be loud enough to be heard and vary appropriately in pitch and tone.
- Use your hands to make a point. Gestures should be natural and spontaneous, not choreographed and mechanical.
- Plan and practice using all props and equipment you will use during the formal speech.

STEP FOUR:

Prepare for questions. Consider those listed below as a place to start.

- Remember to use good answering skills. Carefully read and practice the skills you have learned. Of course, there is no way to know for sure what the panel members will ask you, but you can make some educated guesses, and that process will provide you with the confidence and clear-headedness to take on any queries.
- If you were a judge listening to your speech, what would you want to know?
- What would you like people to ask?
- What unusual qualities does your paper or physical project have?
- What part of your paper might make people curious?
- Did your topic touch upon any controversial issues? If so, explain.
- Why did you choose your topic?
- Who helped you and how?
- How did you finance it?
- How much time did you spend on your Senior Project?
- How do you plan to use the ideas you have learned in the future?

AUDIOVISUAL COMPONENT OF THE SENIOR PROJECT

When you are preparing for your oral presentation, remember that the old adage, "...seeing is believing," does have a ring of truth to it. You are the expert when you present your project to the team of judges. Your job is to prepare a presentation that is articulate, informative, and interesting. To do so, you might plan to use charts, posters or graphs you have designed as visual aids, or you might consider using PowerPoint slides, videotape, CDs or incorporating multimedia effects into your presentation. With the use of audiovisual equipment in your presentation comes the responsibility of being properly prepared. Use the list below as a responsibility check:

1. Notify your instructor that you will need audiovisual equipment. Be specific about the type of equipment you will need. **Circle the following equipment that you may use during your oral presentation: screen, monitor/VCR, projector, computer, overhead projector, easel, CD or tape player, other:** _____
2. If you plan to use a slide projector that is the school's, make sure your slides are in the proper order and you know how to attach the carousel to the projector, and how to use the slide projector.
3. If you are using videotape, make sure the speed is compatible with the VCR you will be using, and that the tape is advanced to the exact place you plan to begin.
4. If you are using a DVD, make sure the DVD is loaded and ready to play.
5. If you are planning a multimedia presentation, be certain your actual speaking time meets the requirement and is not "lost" in the media production. Also, practice making the transitions from speaking to using your charts, graphs, videos, CDs, overheads, or slides smooth and polished.
6. If you are planning to use a chart or graph, make sure all spelling is correct, the visual is large enough for the audience to see, and the design is neatly done and visually engaging. Do you have a means for appropriately displaying your visuals?
7. When the presentation schedule is posted, double check to confirm that your request for audiovisual equipment has been arranged. Set up a time in the library to practice using your audiovisual equipment.

Remember that the audiovisual component will enhance your presentation, but should not overshadow it. The success of your Senior Project presentation rests squarely upon your shoulders. Think and practice each aspect of your oral presentation.

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PROPER ATTIRE FOR SENIOR PROJECT ORAL BOARDS

The final decision of what to wear when you present to your panel of judges ultimately rests with you. This decision, like numerous other decisions you have made since you started your Senior Project, should be decided with your success in mind; think carefully about how you plan to dress. Since dress and appearance are one of the items the judges mark on the Senior Project Presentation Evaluation Form, it would benefit you to dress appropriately to gain some extra points as well as create a favorable first impression.

Common sense is seeing things as they are, and doing things as they ought to be done.
—Calvin Stone

Following are some suggestions for helping you decide what to wear for your Senior Project Oral Boards:

1. Impeccable grooming, including combed hair and clean clothes, is decidedly important. Consider your presentation as a job interview; first impressions are important. Disheveled or slovenly appearance does not form a positive first impression. No blue jeans are allowed for your presentation. Collared shirts for men are required.
2. Skimpy or provocative attire will not gain points.
3. Gaudy, unusual, or inappropriate clothing should be avoided. You do not want the judges to be distracted by something you wear.
4. If your Senior Project lends itself to a specific uniform or costume, and you think that wearing it would aid in your presentation, feel free to be creative in dress. Wearing a firefighter's uniform and assorted paraphernalia while you are explaining the dangers involved in fighting chemical fires would add visual interest to your speech. Be sure to practice wearing the specialized dress and/or equipment. It would greatly distract from your presentation if you were dressed in a wetsuit and scuba gear, and you tripped over your flippers.

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FINAL CHECKLIST FOR SENIOR PROJECT

1. Double-check the portfolio for completeness.
2. Have you included neat, clean copies of all items required?
3. Are the pages included in the exact order listed in your portfolio's table of contents?
4. Are all items clearly and consistently numbered and easy to locate?
5. Is the organization of your portfolio easy to follow?
6. Is all the content neatly "bound" in a folder or binder?
7. Have you included any items beyond the basic requirements?
8. Is your name clearly present on the first page?
9. Do you know the time and place of your Oral Boards?
10. Have you tape-recorded your speech so you can listen to it and refine it based on what you hear?
11. Have you practiced your speech enough so that you are not reading it but are able to look up and give confident eye contact?
12. If you have key words and phrases of your speech on note cards, have you clearly numbered the cards?
13. Have you spent time anticipating judges' questions and mentally formulating potential answers for them?
14. Have you focused on avoiding slang and been practicing Standard English?
15. If you are giving the judges any handouts, are they completed?
16. If you are using any school equipment, have you completed a "run through" to become familiar with how the equipment works?
17. If you are using equipment from home, have you practiced with it?
18. Have you decided what you are wearing on the day of Senior Oral Boards?
19. Are the clothes you have chosen to wear neat, clean and pressed?
20. Have you done everything you can to have the best possible Senior Board experience?

LAST MINUTE "TO DO'S:"

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SCORING GUIDELINES FOR SENIOR ORAL BOARDS

Your Senior Oral Boards will be judged on the following criteria:

LANGUAGE USE:

The degree to which

- The speaker's word choice is clear, interesting, and appropriate to subject and audience.
- The speaker uses correct grammar, clear pronunciation and limits the use of vocalized pauses (um, ah, like...)

CONTENT:

The degree to which:

- The speaker is knowledgeable about the subject matter and explains it thoroughly using supporting details.
- The presentation has a clear purpose.

ORGANIZATION AND PREPARATION:

The degree to which:

- The presentation appears planned, practiced, and organized.
- Transitions, if used, are logical.
- Key points are emphasized, and if necessary, repeated.

VOICE:

The degree to which:

- The speaker can be heard; this includes enunciation, speed, and inflection.

BODY/PRESENCE:

The degree to which:

- Body language is appropriate and enhances the quality of presentation.
- Posture, eye contact and gestures are appropriate to the presentation.

VISUAL AIDS:

The degree to which visual aids:

- Enhance presentation.
- Flow smoothly into presentation.
- Can be seen and easily understood.
- Are neatly created and free of errors.

RESPONSE TO QUESTIONS:

The degree to which:

- Questions are not avoided and are answered truthfully, thoughtfully, and completely.

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DRESS/APPEARANCE:

The degree to which:

- You are appropriately dressed to present in front of community members. No jeans are allowed for formal presentations.

ADDITIONAL NOTES FOR EVALUATION OF THE SENIOR PROJECT

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EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs) FOR SENIOR PROJECT

EFFECTIVE COMMUNICATORS

- *demonstrate skills in speaking, listening, writing, observing, and interpreting work collaboratively and independently to solve problems.*

WELL ROUNDED INDIVIDUALS

- *demonstrate appreciation and/or aptitude for the fine arts as well as demonstrate knowledge of the importance of good physical health.*

LIFE-LONG, SELF-DIRECTED LEARNERS

- *maintain curiosity for learning, develop wide areas of interests, and continue to grow as individuals.*

EDUCATED INDIVIDUALS

- *demonstrate competency in reading, writing, mathematics, and technology.*

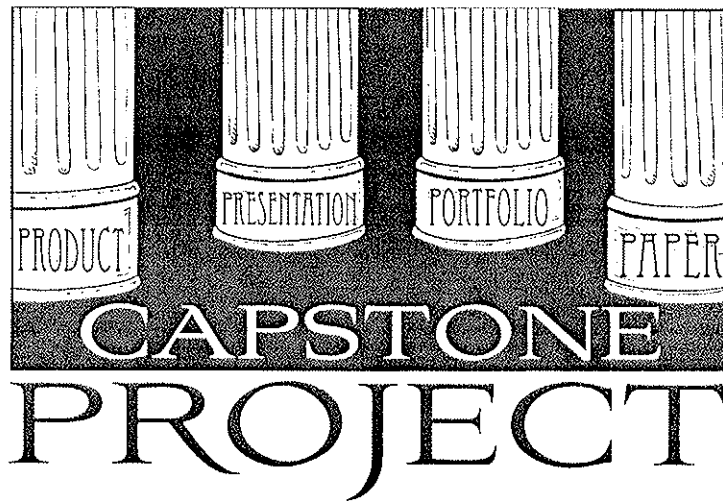
RESPONSIBLE CITIZENS

- *participate in the democratic process, are employable, exhibit self-discipline, prioritize and use time effectively, establish long and short-term goals, demonstrate leadership qualities, appreciate diverse cultures and points of view, demonstrate consideration for other members of society, and contribute time, energy, and talents to improve the quality of life.*

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High School Capstone Manual

MEMPHIS CITY SCHOOLS
EXHIBITION OF STUDENT WORK



Student's Name

School

2009-2010

Appendix 2k



Superintendent of Schools
Kriner Cash, Ed.D.

Message from the Superintendent

Breakthrough Leadership. Breakthrough Results.

August 26, 2009



Dear MCS Parents:

As your child approaches the end of his or her school career, it is important that your son or daughter not lose focus because of the anticipation of graduation. This manual has been developed to support you and your adolescent in completing one aspect of the requirements for graduation from

Memphis City Schools--The High School Capstone Project.

The High School Capstone Project is an element of the MCS Exhibition of Student Work and is a requirement of the new Tennessee Diploma Project initiated by the Tennessee Department of Education. Every student in the State of Tennessee is now required to complete a Capstone Project prior to completing high school. The purpose of the Capstone Project is to allow your child the opportunity to demonstrate what he or she knows and is capable of doing in the world after graduation.

Each student is required to write a research paper, develop a corresponding product or performance, develop a portfolio, and present her Capstone Project to a jury. This activity will allow your teenager the opportunity to integrate and demonstrate the knowledge and skills acquired during his educational career at MCS. More importantly, the Capstone Project will prepare your adolescent for whatever she may decide to do after graduation. To make the Capstone Project the powerful education experience it is, we need your help.

Please review this manual with your child. It will provide you both with important information about and expectations for the Capstone Project. To be successful in this activity, you and your high school senior must know the process. If you have questions about the Exhibition of Student Work High School Capstone Project, please contact your child's Senior English teacher or principal. You may also contact the MCS Exhibition of Student Work/Capstone office at (901) 416-5041.

Everyone at MCS is looking forward to your teenager's successful completion of high school and his or her entry into post-secondary studies or the world of work. It is an exciting time for you, your family, and all of us at MCS. Together, let's make this time a memorable culmination to your adolescent's high school career.

Sincerely,

Kriner Cash, Ed.D.
Superintendent of Schools

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Section 1 – Introduction and Overview

What is the Exhibition of Student Work High School Capstone Project, and what is its purpose?

The ESW High School Capstone Project is designed to provide you with the opportunity to apply all that you have learned in the four years of high school to a project which will extend your learning, stretch your potential, and challenge your abilities! Completed during the senior year, the work of the ESW High School Capstone Project consists of four major pillars: paper, product/performance, portfolio, and presentation. The goal is to choose a topic of interest to you and explore it. This might include investigating a topic you have always been curious about or choosing something you know a little about and taking your understanding of it to a new and challenging level.

For Example. . . A possible ESW High School Capstone Project for someone who might be interested in English Language Learners might be to investigate how people acquire a second language and produce a bilingual book for young children about a cultural event (Cinco de Mayo, Chinese New Year, etc.). This product will require you to write the story, translate the story, illustrate the story, and bind the final copy.

This handbook will guide you through this exciting journey every step of the way. It includes the information and forms you will need to complete the ESW High School Capstone Project.

What are the four major pillars of the Exhibition of Student Work High School Capstone Project?

The Paper:

Once you have decided on a Capstone Project, you will need to develop a deeper understanding about your topic. That is where the research comes in! With the approval of the Capstone School Committee (CSC), you will select a research paper topic.

For Example. . . If you plan to produce a bilingual book, would it be important to know how culture impacts the acquisition of a second language? You might want to write a research paper entitled “English Language Learners: The Role of Culture in the Acquisition of a Second Language.”

The Product/Performance:

Once you have completed the research paper on your selected topic, it is time to connect your research to your product. The product is a physical artifact or performance that reflects an authentic application of what you have learned about the topic.

For Example. . . If you are investigating English Language Learners, you might create a children’s picture book about a cultural event (Cinco de Mayo, Chinese New Year, etc.). This product will require you to write the story, translate the story, illustrate the story, and bind the final copy. It will demonstrate your understanding about the impact culture has on language acquisition.

The Portfolio:

Your Capstone Project will require you to extend your learning beyond the classroom. The portfolio will provide evidence of this Capstone Project journey. You will keep accurate records of the time you devoted and what you learned. The portfolio is a place to keep all of this documentation, and it will be examined by your Capstone Review Panel at your Capstone Presentation.

The Presentation:

You will present your Capstone Project at your Capstone Presentation during the week of the Spring Exhibition of Student Work. You will make a formal presentation to a panel of judges that will include teachers and community members. You will share with them all about your project: your research paper, your product or performance, and the process you followed as documented in your portfolio. You will also share lessons you learned along the way and your personal growth as a result of this challenging Capstone experience. If you chose a project that really excites you and captures your interest, your enthusiasm will shine through to your Capstone Review Panel members.

Section 2 – Picking the Project

How do I pick a project?

The ESW High School Capstone Project is one of the most important assignments of your high school career. Because you will dedicate considerable time and attention to your Capstone Project in the coming months, you need to consider your choice of project very carefully.

Pre-planning

Think about all the things you are interested in - things you would like to do, learn, understand, see, improve, create, or experience. Brainstorm and write down your ideas as they pop into your mind; don't limit yourself at this point. Narrow your ideas down to three or four ideas which are "do-able," and prioritize them. When deciding whether or not a particular project idea is "do-able", consider whether or not research information and resources to complete the project are available. Your project should maintain your interest for an extended period of time and meet the approval of your Capstone School Committee and your parents. Remember, to qualify as an ESW High School Capstone Project, your plan needs to be one which will stretch your abilities and allow you to grow as a learner.

Project Minimum Requirements

Your project must:

- be a personal stretch and challenge
- take a minimum of 15 hours outside of class time to complete
- be approved by your Capstone School Committee and by your parents
- be individual - no group or collaborative projects

Paper Topics/Related Projects

The following sample projects reflect stretch and challenge. Only finished projects reflecting quality will be accepted.

Project Topic	Paper Topic	Products/Performances
Harlem Renaissance	Impact of Harlem Renaissance on African American history	Oral interpretation performance of Langston Hughes' poetry
Healthy Choices-Exercise	Negative effects of high-impact exercise	Develop and choreograph a low-impact exercise program
Mask Making	African mask making	Design and create an African mask
Culinary	Characteristics of southern cuisine	Develop artifacts for a southern cuisine restaurant including advertisement, signage, menu, and sample dishes
Photography	Special effects in digital photography	Create and exhibit a variety of digital photos using different special effects
World War II	Experience of soldiers during World War II	Interview a World War II veteran and create a multi-media presentation chronicling his/her experiences during the war
Civil Rights Movement	Explore the Civil Rights Movement in Memphis	Create a photo essay about the Civil Rights Movement in Memphis

Unacceptable projects:

These projects are not acceptable for your ESW High School Capstone Project:

- No stretch or challenge: biography report, babysitting your niece, creating a family photo album
Although these are worthwhile activities, they demonstrate no rigor.
- Group or collaborative projects
- Partial work - If you say you are going to write a novel, you may not turn in only three chapters with a promise to finish the novel during your college years.
This product can not be judged in its incomplete form.
- Illegal or immoral activities

How do I receive approval for my Exhibition of Student Work High School Capstone Project?

You will complete and submit a Letter of Intent to your English teacher for approval by the Capstone School Committee. You will need to include: why you selected your topic, what you will research on your topic, what product or performance you will produce, how this is a stretch beyond your current knowledge and skills, and a pledge to avoid plagiarism. A sample Letter of Intent and the Letter of Intent Rubric are included in the appendix.

How will I verify parental permission?

You must have parental permission for your Capstone Project. It is important that your parents know what the Capstone Project guidelines are, what project you are planning, and what an important piece it is to your high school experience. You will convey your parental approval through the Parental Permission Form provided in the appendix.

How do I prove that I did all the work?

As you are working on your project, you will be required to keep a project log on the Project Log Form provided in the appendix. You should log an entry each time you do any project-related work. This will document your 15 hours of work outside the classroom. A sample entry is also provided in the appendix. The log will help your Capstone Review Panel to evaluate your project. The completed Project Log Form will be one component of your portfolio.

This is your Capstone Project; therefore, all of the work should be your own. Your Letter of Intent will include your pledge to avoid plagiarism and falsification.

Will I be allowed to change topics once I have received my approval?

Once your project is approved by the Capstone School Committee as documented on your Capstone Project Approval Form, you may begin work. Keep in mind that you will not be allowed to change your project topic after the approval process is complete unless an exception is granted by the Capstone School Committee. Be very thoughtful in your selection of a topic on the front end. Making your approved topic selection work is part of the learning experience.

Section 3 - The Research Paper

What do I write about?

The research paper should complement the topic that you have selected for your ESW High School Capstone Project. (See project topics/related paper ideas in the previous section.) The paper will allow you to explore what is currently known about your topic. Information from your research paper will lead to the development of your product or performance.

A research paper is not just a report; it must include a thesis statement that declares the main idea of the paper, that makes a statement about the subject, and that engages the reader. This component of the Capstone Project will prepare you for research papers you may write in your post-secondary education.

Your English teacher will guide you through this research process using the ESW Student Research Manual.

Research Paper Minimum Requirements

Your paper must:

- Be word processed.
- Be a minimum of 1200 words excluding the title page or works cited page.
- Have a cover page that identifies the title, student, English teacher, and date.
- Use a minimum of five resources; students encouraged to use *Tennessee Electronic Library* and *Google Research*.
- Be properly formatted with one-inch margins, double spacing, and twelve-point Times New Roman font.
- Use accurate MLA in-text citations and works cited page.
- Use charts and graphs when appropriate, but no decorative clipart or drawings. This is a serious scholarly paper.
- Be stapled in the upper left-hand corner.

Section 4 – The Product/Performance

How can I show what I know?

After you have written your research paper, you will demonstrate what you have learned by creating a product or performance that will be an extension of your research/topic.

The Product

The second component of the ESW High School Capstone Project is the creation of a product, a physical artifact or a performance, that demonstrates what you have learned during your research process. It could be an African mask you designed and produced, a photo essay of the Civil Rights Movement in Memphis that you created, or a video of your oral interpretation performance of Langston Hughes' poetry. Whatever you select for your product or performance needs to be high quality, show your learning stretch, demonstrate much time and effort, and represent a connection to your research paper. A tri-fold board filled with photographs only is not acceptable.

Product/Performance Minimum Requirements

Your product must:

- Be a physical, tangible product or a videotape of your performance
- Be an extension of your research
- Be high quality and reflect time and effort as documented in your Project Log
- Be a demonstration of your learning stretch

Section 5 – The Portfolio

What is it and what do I include?

Your ESW High School Capstone Project Portfolio is a collection of all required forms, research documentation, and reflection neatly presented in a 1-inch binder. Your Capstone Project Portfolio documents the entire Capstone Project journey. Guidelines on how to complete your portfolio will be provided by your teacher.

Your portfolio must include:

- Cover Page, word processed, to be inserted in front of the binder
- Letter of Introduction to your Capstone Review Panel members
- Table of Contents
- Capstone Letter of Intent
- Capstone Parental Permission Form
- Capstone Project Approval Form
- Capstone Research Documentation
- Capstone Research Paper - clean copy
- Capstone Project Log (15 hour minimum)
- Capstone Product or Performance Documentation (digital photographs, DVD, etc.)
- Capstone Presentation Outline
- Capstone Presentation Practice Feedback Form
- Capstone Project Reflection Worksheet
- Capstone Reflection
- Capstone Portfolio Checklist

How do I write my reflection?

You should use the Capstone Project Reflection Worksheet, included in the appendix, to reflect on your completion of your Capstone journey. After answering the questions on the worksheet, look for answers that are the direct result of undertaking a project that forced you to stretch and grow in your learning and thinking. These answers can be used for your project reflection.

Using the answers from the Capstone Project Reflection Worksheet and the Capstone Project Reflection Guide, write a reflective essay of four to five paragraphs about your Capstone Project experience.

How can I use my portfolio after my Capstone Project is completed?

Your Capstone Project Portfolio can be used to show college admissions counselors and future employers your organizational and time management skills, your research skills, and your ability to reflect on and grow from your work.

Section 6 – The Presentation

Public speaking! How do I prepare?

If you have completed your research paper, finished your product or performance, and prepared your portfolio, you should be well prepared to share your presentation. You should be proud of the work you have done. Your ESW High School Capstone Project Presentation to your Capstone Review Panel is your opportunity to shine - to showcase what you have accomplished.

The Presentation

The culminating event for your Capstone Project will be your Capstone Project Presentation. Your Capstone Review Panel will consist of teachers and community members. Your presentation should be eight to ten minutes in length with a five minute question and answer period. You should be rehearsed and professional in your manner, dress, and appearance. To build confidence, practice your presentation in front of family members, teachers, and peers. The feedback from these critical friends will help you refine your presentation. The Capstone Presentation Practice Feedback Form is included in the appendix. When the big day arrives, you will be prepared!

Presentation Minimum Requirements

Your presentation must:

- Be eight to ten minutes in length, with a five minute question and answer period.
- Include your product to provide physical evidence of your accomplishments.
- Address not only the project and the research, but challenge(s) along your project journey that led to your personal and academic growth.

Key points to remember:

- Make eye contact with your Capstone Review Panel members. Rehearse enough that you do not have to read your notes.
- When facing the audience, be sure to avoid blocking your product/display.
- When you point out portions of your product or display, use the hand that is closer to it. This will help you avoid turning your back to the Capstone Review Panel or blocking their vision.

How should I dress?

First impressions are lasting impressions! Because your Capstone Review Panel has reviewed your Capstone Project Portfolio, they have an impression about the time and effort you gave along your project journey. Dressing for success will extend their positive impressions about the content you are presenting.

Suggestions for dressing for success:

- Neatly styled hair and clean, pressed clothes are important. A sloppy look is unacceptable.
- Avoid unusual, provocative or inappropriate clothing. You want your Capstone Review Panel to pay attention to your presentation, not to be distracted by something you wear.
- Dress as if you are preparing for a job interview.

Capstone Presentation Guidelines

Before the Speech

- Shake hands with each Capstone Review Panel member as you introduce yourself.
- If you have any multimedia, powerpoint, video, etc., launch it on the computer.
- Set up your physical product.

Speech (8-10 minutes)

Introduction:

- Grab the audience's attention with a story, quote, or personal experience.
- Make the topic/thesis of your project clear. Reference both your paper and your product.
- Take no more than 60 seconds.

Body of the Speech:

- A. How did I choose my topic?
 - Point 1
 - Point 2
- B. What did I learn from my paper and research?
 - Point 1
 - Point 2
- C. How did I apply my research knowledge to create or develop my product or performance?
(Use your product/performance as a visual aid.)
 - Point 1
 - Point 2
- D. What did I learn from completing this project, and how did I grow as a person?
 - Point 1
 - Point 2

Conclusion:

- Restate the topic/thesis. (End by connecting back to your introduction.)
- Leave the audience with a statement or question to ponder.
- Take no more than 60 seconds.

Capstone Presentation Guidelines. continued

Question and Answer (5 minutes)

After you have finished your speech, you will give your Capstone Review Panel an opportunity to ask questions about your project. It is important to listen to the question, take a few seconds to think and formulate your answer, and then reply to the panel members. If they ask you something you do not know, do not make up an answer. Acceptable ways to handle this situation might include the following responses:

"That is an interesting question. I do not know, but I shall do further research to find out."

"That is an interesting question I did not explore while doing my research. I shall investigate to discover the answer."

"I had not thought about that point. Thank you for giving me an additional idea to continue research on my topic."

After the speech

- Thank the panel members and shake hands.
- Take your materials with you as you exit.

What background information will my Capstone Review Panel have before they listen to my presentation?

Before you present in front of your Capstone Review Panel, they will review your Capstone Portfolio and read your Letter of Introduction. The portfolio will document your Capstone Project journey, and your letter of introduction will introduce you as a young adult to your Capstone Review Panel members.

The Capstone Letter of Introduction Guidelines and a Capstone Letter of Introduction sample are included in the appendix.

Appendix – Forms and Samples

Where do I get the samples and forms I will need for my Exhibition of Student Work High School Capstone Project?

The samples and forms you will need are included in this appendix. Electronic copies of all forms can be accessed on-line at the ESW High School Capstone web page. You are expected to download the forms from the ESW web site, complete them electronically, and print them off for submission to your English teacher and for inclusion in your portfolio.

Below is a list of forms and samples that are included in this Appendix:

- Capstone Letter of Intent Sample
- Capstone Letter of Intent Rubric
- Capstone Parental Permission Form
- Capstone Project Approval Form
- Capstone Project Log Form
- Capstone Project Log Form Sample
- Capstone Research Paper Rubric
- Capstone Product Rubric
- Capstone Project Reflection Worksheet
- Capstone Project Reflection Guidelines
- Capstone Letter of Introduction Guidelines
- Capstone Letter of Introduction Sample
- Capstone Portfolio Checklist
- Capstone Presentation Rubric
- Capstone Presentation Practice Feedback Form
- Capstone Transfer Form

Capstone Letter of Intent Sample



(Format your paper with 1 inch margins)

Date September ____, 200-

(Leave 2 spaces between date and inside address)

Inside Address Mrs. Sharonda Smith *(Your English teacher's title, first and last name)*
Bluff City High School
233 Memphis Lane
Memphis, TN 38116

(Leave 2 spaces between inside address and salutation)

Salutation Dear Mrs. Smith:

(Leave 2 spaces between salutation and body of letter)

Paragraph 1 *Describe what project topic you selected, why you selected it, and what you hope to learn or accomplish.*

When I was in second grade, I moved to Memphis with my family from my home in Guatemala. It was a frightening experience when I came to Bluff City Elementary and was not able to understand my teachers and not able to read any of the books in my classroom. I was immediately enrolled in English Language Learner classes so I could learn to speak English. The dedication and encouragement of my ELL teachers led to my successful acquisition of English as a second language. I chose to do my Capstone Project on English Language Learners so that I can give back to other students who are experiencing the same situation that I experienced.

(Leave two spaces between each paragraph)

Paragraph 2 *Describe what you will research and what your product will be.*

While exploring the topic of English Language Learners, I began to see how a person's culture can impact his/her acquisition of a new language. My research paper will focus on the role of culture in the acquisition of a second language. For my product, I will write a bilingual (Spanish and English) children's book that reflects a Hispanic cultural event. I will illustrate and bind the book so it can be placed in the Bluff City Elementary School library.

Paragraph 3 *Describe how this project is a stretch for you.*

This project will stretch my learning in two ways. Because I have never written a formal research paper, I will develop new skills that will help me when I enroll in college next fall. The creation of the bilingual book will challenge me in several areas including developing a story with illustrations that are appealing to young children and binding the book so that it can be donated to a local school library. I look forward to gaining many new skills and growing as a person as I embark on this Capstone journey.

Paragraph 4 *Describe plagiarism. State your awareness of plagiarism and falsification.*

Conclude with a clear statement affirming you will not plagiarize or falsify any of your Capstone Project work.

I understand that plagiarism is stealing someone else's work or ideas without giving them proper credit by using appropriate citations. I understand that plagiarism and any other falsification of forms or documents will result in serious consequences as outlined by the MCS Student Code of Conduct. I pledge to do my own best work in completing my Capstone Project and affirm that I will not plagiarize nor falsify any documents during the Capstone process.

(Leave 2 spaces between body of letter and closing)

Sincerely,

(Leave 4 lines for your signature. Sign in dark blue or black ink with your first and last name.)

Gabrielle Mendoza

Format adapted from Viking Senior Project Manual



Capstone Letter of Intent Rubric

Name _____ Date _____

English Teacher _____ Period _____

Topic _____

_____ **ASSIGNED FORMAT (2 points)**

- () Business letter format with 1" margins, single-spaced with one blank line between paragraphs.
- () Accurate date, inside address, salutation, and closing with hand signature.

_____ **PARAGRAPH ONE (2 points)**

- () Description project topic and why selected.
- () Description of what you hope to learn or accomplish.

_____ **PARAGRAPH TWO (2 points)**

- () Description of your research paper focus.
- () Description of your product/performance and how you will produce it.

_____ **PARAGRAPH THREE (2 points)**

- () Two ways the project will stretch you beyond your current knowledge/skills.

_____ **PARAGRAPH FOUR (2 points)**

- () Plagiarism definition and consequences of plagiarism and/or falsification.
- () Statement that you will avoid plagiarizing or falsifying.

_____ **TOTAL POINTS (out of 10 points possible)**

Please file one copy of this form in the student's portfolio and one copy at the school.

Rubric adapted from Rosemont High School Senior Project Handbook

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Capstone Parental Permission Form

Student Name _____

Parent(s) Name(s) _____

Address _____

Parent Phone: Home _____ Work _____ Cell _____

As a parent/guardian of _____, a senior
at _____ High School, I am aware that my son/daughter must complete a Senior Capstone Project.

For the project, my son/daughter has chosen to: _____

I have read the MCS Exhibition of Student Work High School Capstone Project Manual and have reviewed it with my child. He/she has my permission to complete a Capstone Project on the topic listed above.

Parent/Guardian Signature _____

Student Signature _____

Date _____

Please file one copy of this form in the student's portfolio and one copy at the school.

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Capstone Project Approval Form

Name _____ Date _____

English Teacher _____ Period _____

Project Topic _____

After reviewing your Capstone Letter of Intent and receiving your Capstone Parental Permission Form, the proposal for your Capstone Project has been:

☐ Approved

☐ Not approved, for the following reasons:

(Please see your teacher for corrections and resubmit.)

After submitting my Capstone Letter of Intent, my Capstone Parental Permission form, and receiving approval of my proposal, I hereby agree to complete my Capstone Project according to the information submitted in my Capstone Letter of Intent. I understand that I will not be allowed to change my topic unless an exception is approved by the Capstone School Committee (CSC).

Student Signature _____ Date _____

CSC Chairperson _____ Date _____

Please file one copy of this form in the student's portfolio and one copy at the school.

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Capstone Project Log Form - Page 1

Name _____ Date _____

English Teacher _____ Period _____

Research Paper Topic _____

Product _____

Guidelines: Your log should include what you have accomplished and the time you spent completing it. You should also reflect on what you did and what you learned. Your commentary will help you chronicle the Capstone journey and will help you prepare for your Capstone Presentation. Journal entries must be in complete sentences and use correct grammar, spelling, and punctuation. Slang expressions and texting symbols (u, r, w/, lol, etc.) are unacceptable.

Date	Time Spent	Activity and Commentary
		<p>Activity:</p> <p>Commentary:</p>

Your supervising teacher is required to initial each page of your project log form.

English Teacher Initials _____

Please file one copy of this log in the student's portfolio and one copy at the school.

Form adapted from Rosemont High School Senior Project Handbook

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Captone Project Log Form, continued - Page _____

Duplicate this page as needed.

Name _____ Date _____

English Teacher _____ Period _____

Date	Time Spent	Activity and Commentary
		Activity: Commentary:
		Activity: Commentary:

Your supervising teacher is required to initial each page of your project log form.

English Teacher Initials _____

Please file one copy of this log in the student's portfolio and one copy at the school.

Form adapted from Rosemont High School Senior Project Handbook

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Capstone Project Log Form Sample

Name Gabrielle Mendoza Date Sept. 15, 2009
English Teacher Mrs. S. Smith Period 3rd
Research Paper Topic: The Role of Culture in the Acquisition of a Second Language
Product Bilingual Book

Guidelines: Your log should include what you have accomplished and the time you spent completing it. You should also reflect on what you did and what you learned. Your commentary will help you chronicle the Capstone journey and will help you prepare for your Capstone Presentation. Journal entries must be in complete sentences and use correct grammar, spelling, and punctuation. Slang expressions and texting symbols (u, r, w/, lol, etc.) are unacceptable.

Date	Time Spent	Activity and Commentary
9/15/09	1 ½ hrs.	<p>Activity: I accessed the Tennessee Electronic Library to do research on my report topic. I found three sources that support my research thesis. I created note cards of pertinent information from those sources.</p> <p>Commentary: I learned how to use the Gale Student Edition database to find reliable sources. I also learned to check the "documents with full text" box to ensure that I found sources that had the complete article. I learned to number my note cards and sources the hard way. At first I had written 5 note cards, but I forgot to copy the resource citation. Since I had to redo that work, I won't make that mistake again!</p>

Your supervising teacher is required to initial each page of your project log form.

English Teacher Initials S.S.

Please file one copy of this log in the student's portfolio and one copy at the school.

Form adapted from Rosemont High School Senior Project Handbook

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Capstone Research Paper Rubric

Name: _____ Date: _____ Points _____
 English Teacher _____ Period _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Format	Evidence of all six: Times New Roman, 12 pt. font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	Evidence of four/five of six: Times New Roman, 12 pt. font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	Evidence of three of six: Times New Roman, 12 pt. font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	Evidence of two or less: Times New Roman, 12 pt. font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging and/or thought provoking.	Clearly states the paper's purpose in a single sentence	States the paper's purpose in a single sentence	No apparent thesis statement	
Introduction	Introduction is engaging, states the main topic and previews the structure of the paper.	Introduction states the main topic and previews the structure of the paper.	Introduction states the main topic, but does not adequately preview the structure of the paper.	There is no clear introduction.	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	
Organizational Structure/Idea Development	Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance organization.	Writer demonstrates logical sequencing of ideas through sufficiently-developed paragraphs; transitional words are used to enhance organization.	Logical organization of ideas not fully developed; transitions not present	No evidence of structure or organization	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Conclusion is not apparent.	
Mechanics	No errors in punctuation, capitalization and spelling	Few errors in punctuation, capitalization, and spelling	Many errors in punctuation, capitalization and spelling	Numerous errors distract reader or interfere with meaning	
Usage	No errors in sentence structure and word usage	Few errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous errors in sentence structure and word usage distract reader	
Citation	All cited works, both text and visual, are documented in the correct format.	Most cited works, both text and visual, are documented in the correct format.	Few cited works, both text and visual, are documented in the correct format.	No cited works are evident.	
Works Cited Bibliography	Completed in the correct MLA format with no errors. Includes more than 5 major references	Completed in the correct MLA format with few errors. Includes 5 major references	Completed in the correct format with some errors. Includes 4 major references	Completed in the correct format with many errors. Includes 3 or fewer major references	
TOTAL POINTS					

2K-21

Please file one copy of this log in the student's portfolio and one copy at the school.

Senior Capstone Product/Performance Rubric



Name _____ Date _____
 English Teacher _____ Period _____

Dimension	Exemplary	Accomplished	Promising	Incomplete	A rating would not be applicable
Creative					
Degree of student creativity, originality, or imagination	Exceptional creativity	Some creativity	Little creativity	No creativity	This project should not be scored for Creative
Analytical					
Demonstration of student's understanding of the topic	Exceptional understanding	Some understanding	Little understanding	No understanding	This project should not be scored for Analytical
Practical					
Student's product reflects time and effort	Exceptional time and effort	Some time and effort	Little time and effort	No time and effort	This project should not be scored for Practical

21-22

Please file one copy of this log in the student's portfolio and one copy at the school.



Captone Project Reflection Worksheet

Name _____ Date _____

English Teacher _____ Period _____

Sit down and take some time to reflect on your Capstone Project journey. Read the questions and put thought into your answers. These are not questions that can be answered in ten minutes. You may choose a few of these answers to use as a guide when you write your Capstone Project Reflection that will be included in your portfolio.

1. What did you learn about your topic from completing the research paper?
2. What process did you go through to produce the product? Did everything work the way you had planned?
3. Did you have any interesting or unique experiences while completing your project?
4. What part of your project are you most proud of? Why are you proud?
5. What was the hardest part of doing this project? What were your challenges?
6. If you could do anything about the project over again, what, if anything, would you change?
7. What new skills did you learn while doing this work?
8. What did you learn about time management?

*Questions adapted from Adrian High School Senior Project Manual
Please file one copy of this in the student's portfolio and one copy at the school.*

Capstone Project Reflection Guide

Read your answers from the Capstone Project Reflection Worksheet and choose two or three areas that you would like to focus on in your reflection. Your reflection should follow the outline below:

Introduction (1 paragraph):

- Start with a quote, a personal experience or a story.
- Write a thesis statement about your learning from the Capstone Project journey.

Body (1 paragraph for each question/answer chosen):

- Choose 2 or 3 questions/answers on the Capstone Project Reflection Worksheet to be the main points for the body of the reflection.
- Be sure to support each main point with examples from your Capstone Project experience.

Closing (1 paragraph):

- What “life-long learning” will you take away from this Capstone Project journey?
- How has the Capstone Project influenced you as a person?

Capstone Letter of Introduction Guidelines

Before the Capstone Review Panel hears your presentation, the Review Panel members will read your Capstone Letter of Introduction and review all documents in your Capstone Portfolio. The purpose of this letter is to give the Review Panel members an introduction to you as a student. This is your opportunity to give the Review Panel members information that will allow them to see you as a unique individual who is ready to enter the post-secondary world of college or work. The Review Panel members will be able to use the insights they gain from your letter and portfolio as a context for assessing your presentation.

Below are suggestions of information you may want to include in your letter. You may pick two or three to focus on, or you may include other information you feel is important for the Review Panel members to know about you.

Suggestions for introduction letter:

- Information about your family
- Teachers/classes that have influenced you as a person
- Honors you have received
- Talents you possess
- Hobbies you enjoy
- Goals for your future
- Challenges or obstacles you may have overcome

Word process this letter using a formal business letter format. A sample letter is provided on the following page.

Capstone Letter of Introduction Sample

May 1, 2010

Senior Capstone Review Panel
Bluff City High School
233 Memphis Lane
Memphis, TN 38116

Dear Review Panel Members:

As a graduating senior of Bluff City High School, I want to take this opportunity to provide you with information that has helped mold me into the person who will appear before you today. I spent my early years in Guatemala. My family moved to Memphis when I was in the second grade. Speaking no English, school was a scary place for me. I felt like an outsider who was looking into my second grade classroom. Luckily, the teachers at Bluff City Elementary School recognized my needs and immediately provided me with ESL classes. The teachers of that program greatly influenced my life by empowering me with a new language, English, and with the skills that I needed to be successful in an American school system.

As I gained a command of the English language, I became a successful student. I have remained on the honor roll during my middle and high school years. I have served on the Bluff City High School newspaper staff as a bilingual reporter who can translate the newspaper for my peers who are still struggling with English. This experience has led to my goal of attending college and majoring in journalism.

My Capstone Project was a natural offshoot of my future career interest. During high school, I volunteered at my church with pre-school children who were learning English as a second language. I saw the need for bilingual books that could be shared with the children and their parents, who often did not speak English themselves. I coupled my interest in journalism and writing with my talent for drawing to design my product which was writing, translating, illustrating, and binding a children's book about a Hispanic cultural event.

Capstone Presentation Day is a special day for me and my fellow classmates as we celebrate the successes we have experienced during our twelve years of school. Thank you so much for taking time out of your busy schedule to contribute to this celebration by listening to my Capstone Presentation.

Sincerely,

(sign your name in blue or black ink)

Gabrielle Mendoza



Portfolio Checklist

Name _____ Date _____

English Teacher _____ Period _____

This portfolio should reflect your best effort. Please follow the order outlined in this checklist.

Student	Teacher	Content
		Cover Page – inserted in the front cover of the binder
		Letter of Introduction to Capstone Review Panel
		Table of Contents
		Capstone Letter of Intent
		Capstone Parental Permission Form
		Capstone Project Approval Form
		Capstone Research Documentation
		Capstone Research Paper – clean copy
		Capstone Project Log Form – 15 hours minimum
		Capstone Presentation Outline
		Capstone Presentation Practice Feedback Form
		Capstone Project Reflection Worksheet
		Capstone Reflection
		Capstone Portfolio Checklist

Student Signature _____

English Teacher Signature _____

Please file one copy of this log in the student's portfolio and one copy at the school.

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Capstone Presentation Rubric

Name: _____ Date: _____ Points _____
 English Teacher _____ Period _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Language Use and Delivery The student communicates ideas effectively	Effectively uses eye contact Speaks clearly and confidently using suitable volume and pace Selects rich and varied words for context and uses correct grammar Dresses appropriately and is neatly groomed	Adequately uses eye contact Speaks clearly using suitable volume and pace Selects words appropriate for context and uses correct grammar Dresses appropriately and is neatly groomed	Uses some eye contact, but not sustained Speaks clearly in some portions, but not sustained, using suitable pace Selects words inappropriate for context and uses some correct grammar Dresses appropriately, but is not neatly groomed	Uses no eye contact Fails to speak clearly and audibly and uses unsuitable pace Selects words inappropriate for context and uses little correct grammar Dresses inappropriately and is not neatly groomed	
Organization and Preparedness The student exhibits logical organization	Introduces the topic clearly and creatively Maintains exceptional focus on the topic Includes smooth transitions to connect key points Ends with a logical, effective and relevant conclusion	Introduces the topic clearly. Maintains adequate focus on the topic Includes transitions to connect key points Ends with a logical and relevant conclusion	Introduces the topic Maintains some focus on the topic Includes some transitions to connect key points Ends with a conclusion	Does not have an introduction to the topic Maintains no focus Uses no transitions to connect key points Ends without a conclusion	
Content The student explains the process and findings of the project and the resulting learning	Clearly defines the topic or thesis and its significance Supports the thesis with key points that are exceptionally developed Provides evidence of exceptional research from multiple and varied sources	Clearly defines the topic or thesis Supports the thesis with key points that are adequately developed Provides evidence of adequate research from multiple sources	Defines the topic or thesis Supports the thesis with key points that are somewhat developed Provides evidence of some research from a few sources	Does not define the topic or thesis Does not support the thesis with key points No evidence of research	
Questions and Answers	Demonstrates extensive knowledge of the topic by responding to all questions confidently	Demonstrates adequate knowledge of the topic by responding to all questions	Demonstrates some knowledge of the topic by responding to some questions	Demonstrates no knowledge of the topic by not being able to respond to questions	
Total Points					

24-28

Please file one copy of this log in the student's portfolio and one copy at the school.



Capstone Presentation Practice Feedback Form

Using this form, have family members, teachers, or peers listen to your entire Capstone Project Presentation and then have him/her complete the form below. Make sure each listener times your speech and gives you helpful comments. You must practice your speech at least three times with two practices being before an adult.

Name _____ Date _____

English Teacher _____ Period _____

Practice # _____ Timed Speech Length _____

Content

- Introduction - clear and creative
- Body – key points are exceptionally developed
- Conclusion – logical, relevant and effective

Delivery

- Uses effective volume and pace
- Uses correct grammar
- Makes eye contact

Comments

Date _____

Listener's Signature _____ Title _____

Practice # _____ Timed Speech Length _____

Content

- Introduction - clear and creative
- Body – key points are exceptionally developed
- Conclusion – logical, relevant and effective

Delivery

- Uses effective volume and pace
- Uses correct grammar
- Makes eye contact

Comments

Date _____

Listener's Signature _____ Title _____

Please file one copy of this form in the student's portfolio and one copy at the school.

Form adapted from Adrian High School Senior Project Manual



Capstone Presentation Practice Feedback Form, continued

Name _____ Date _____

English Teacher _____ Period _____

Practice # _____ Timed Speech Length _____

Content

- Introduction - clear and creative
- Body – key points are exceptionally developed
- Conclusion – logical, relevant and effective

Delivery

- Uses effective volume and pace
- Uses correct grammar
- Makes eye contact

Comments

Listener's Signature _____ Date _____

Title _____

Please file one copy of this form in the student's portfolio and one copy at the school.



ESW High School Capstone Transfer Form

Student Name _____ Student Number _____ Date _____

Departing School _____ Receiving School _____

CAPSTONE COMPONENTS

Topic Selection/Letter of Intent	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Research Paper	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Product/Performance	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Portfolio	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____
Presentation	Completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Completed _____

Please attach a copy of this Capstone Transfer Form to the transfer papers that the student will take to his/her receiving school and to the transfer papers kept at the departing school. Please ensure that the student understands he/she should take the completed Capstone work to his/her receiving school as it will be required as part of his/her Capstone Presentation.

Please place the Capstone Project documentation file in the transferring student's Cumulative Record. When the student's Cumulative Record is requested by the receiving school, the Capstone Project documentation file will be included.

References

References

Adrian High School Senior Project Manual. Adrian, OR: 2008

Oxford High School Senior Project Manual. Oxford, CT: 2009

Rosemont High School Senior Project Handbook. Sacramento, CA: 2008.

Viking Senior Project Student Manual. Forest Grove, OR: 2008.

Wilson Central High School Senior Project Manual. Lebanon, TN: 2007.

Trawick, Lindsay. "The OWL at Purdue." Purdue University. 2009. 13 Jul 2009 <<http://owl.english.purdue.edu/owl/resource/653/01/>>

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2k-33

Faculty Focus Group

Friday February 18, 2011

Madeira Schools Planning Commission

Capstone Project

Documents provided for review:

- *Senior Capstone Project – Ohio DoE*
- *Indian Hill Senior Project Philosophy*
- *Cincinnati Country Day School Senior Project Program 2011*

Staff: Thank you so much for your participation.

Please review the documents provided in order to discuss the following questions:

Senior Capstones:

1. What would the students gain by this? What would teachers / the district gain?

2. What would have to happen to implement this?

Time Permitting:

3a. Are students already gaining this benefit? How?

3b. Is there any way to gain the benefits from this through a modified or simpler plan?

Madeira Schools Planning Commission Capstone Project

Resource: Kenji Matsudo, Ray Spicher

Chair: Allison Evans

Members: Scott Aaron, Janet Donaldson, Darlene Mason, Julie Sowers

Report to Commission: April 14?

Report to Board: April 18

Appendix 3

Senior Capstone Study MHS Teacher Forum

Prior experience with Senior Capstone project:
N. Mendenhall - was faculty advisor for project in Illinois

S. Beach - student taught with Worthington schools - senior internship program (senior students finish graduation credits by end of first semester and spend second semester in internship; program was for highly driven, self-motivated, select students; had teacher advisors to supervise)

1. What would the students gain by this? What would teachers / the district gain?

Students:

- M. Miller's son - went through experience at CCD (spent two weeks in special-ed classroom)
 - eye-opening experience
 - increased motivation for an otherwise unmotivated student
 - did/learned more from the experience than would have in class those two weeks
- 21st century skills
 - responsibility
 - preparation for future, real-world (career exploration, understand process of how real world works, real, meaningful situations/experiences, make connections, find mentors outside of school)
- students can explore personal interests/passion
- builds/increases district ties to (corporate) community

Teachers/District:

- get to see students in new/different light (see what they are capable of when motivated by personal interests)
- open up to community - community presentation/open house

2. What would have to happen to implement this?

- have to pay someone to monitor, students must be held accountable
- some teachers have 6 class, 4 preps, 130 students already, would be overwhelmed with another responsibility
- schedule would have to be re-worked, curriculum restructured to allow time for project
 - when does this start (freshman, sophomore, junior, senior year?)
 - why wait until senior year, when students already have a lot going on - juniors could benefit by having this information/experience for moving forward - career path for college, get good recommendations for applications, making connections,
 - some students already taking class for dual credit (college classes)
- AP conflict
 - after intense AP exams it might seem overwhelming to have to begin a 2 week, intensive project
- low income students - lack of resources to participate (transportation, appropriate attire, etc), businesses would have to help them figure that out? (bigger commitment for business)
- students on verge of not graduating - cant even do 40 hours of community service - can't / won't do senior capstone project
- great for middle core (AP overwhelmed already, bottom needs to focus on graduating, middle core might be great at this, be "on fire" for an idea that may not fit into normal curriculum
- could have negative impact on after school activities
- have to have business relationships/commitments to host students (business partnership study overlaps the senior capstone study)
- should have a sample experience to show students what they are getting into
- long implementation process
- mandatory or optional? OPTIONAL
- time - biggest issue
- benefits to students outweigh the costs

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