

# Culminating Graduation Project Guidelines

2009-2010



Dedicated to the memory of former  
BHHS principal,  
Roger M. Hendrickson  
1985-1997

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## **Brandywine Heights High School Culminating Graduation Project So Why Do I Have To Do This Project?**

### **State Board of Education of Pennsylvania Regulations Chapter 4 Academic Standards and Assessments §4.24 High School Graduation Requirements**

(a) Each school district (including charter schools) shall specify requirements for graduation in the strategic plan under §4.13 (related to strategic planning). Requirements shall include course completion and grades, **completion of a culminating project**, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing, and mathematics on either the State assessments administered in grade 11 and 12 or local assessments aligned with academic standards and State assessments under §4.52 (relating to local assessment system) at the proficient level or better in order to graduate. **The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.**

#### **Description**

The purpose of the graduation project is to demonstrate that all students are able to apply, analyze, synthesize, and evaluate information as well as communicate significant knowledge and understanding. The student will demonstrate his/her knowledge through a combination of research, writing, and presentation.

All projects must be original. If a project has previously received credit in any course at Brandywine Heights High school or Berks Career and Technology Center, it may be submitted for approval as a graduation project by the Steering Committee, however approval of such a project will be based upon the considerable expansion, substantial improvement, and/or further development of the project.

#### **Rationale**

To provide all students with a culminating activity that demonstrates their skills in writing, speaking, research, and organization.

The graduation project will comply with the Strategic Plan of the Brandywine Heights School District "to provide students with an opportunity outside the classroom to integrate their various courses of study and interests."

#### **Components of the Senior Project**

- Student & Parent/Guardian Culminating Graduation Project Signature Sheet/"Form A" - To be handed in to the advisor

- Written Proposal/“Form B” - To be handed in to the advisor
- Cover Letter to advisor - To be handed in to the advisor
- Project Journal - To be submitted to the advisor
- Process Paper – Minimum of three pages. To be submitted to the advisor
- Oral Presentation - Minimum 5 minutes- maximum of 10 minutes – **Monday, April 5, 2010**
- Product - visual object, performance, demonstration, exhibition, research paper, etc. To be submitted to the advisor

All components will be graded. The sum total of all grades will comprise the final PASS/FAIL grade for the project. Possible points earned are 21.

### **Student Introduction to the Project:**

#### **Sophomore and Junior Year**

During the fourth quarter, all juniors and sophomores wishing to participate will be introduced to the Culminating Graduation Requirement and format. This presentation should also include the parents/guardians of prospective students. This year’s meeting will be held on **Wednesday, April 22, 2009 at 7p.m.** in the high school auditorium.

#### **Junior & Senior Year**

Students and advisors shall meet immediately upon the start of school (the first benchmark is due by **Thursday, September 17, 2009.**

The tasks must be completed by the dates specified on the Culminating Graduation Project Evaluation form (see page 33) in order to receive the point value associated with the benchmark.

The oral presentation date is slated for **Monday, April 5, 2010.**

## **The Culminating Project in a Nut Shell**

### Step One-

- Both the student and the parent/guardian need to sign and return “Form A,” the Signature Page, to the advisor. This paper is obtained during the parent/student meeting on April 22<sup>nd</sup> in the High School Auditorium at 7p.m. Once this paper is signed and submitted, you have officially begun the Culminating Graduation Project process. This paper binds all students to successfully complete the project according to the guidelines stated in the packet. All juniors who fail to do so will be subject to a \$100 fine.

### Step Two-

- Decide which of the four Project Content Areas you would like to pursue: Community Service, Career Search, Creative Works, or Research Paper and Presentation.

### Step Three-

- Request an advisor by completing the Culminating Project Proposal Report “Form B,” with all of the necessary signatures, and submitting it to your advisor along with a cover letter stating your intentions.

### Step Four-

- Upon project approval by The Steering Committee and submission of the necessary paperwork to the cooperating advisor, you should begin your project.

### Step Five-

- Meet all benchmarks as listed in the Culminating Project Evaluation Form, “Form C”.

### Step Six-

- Sign up for an Oral Presentation time.

### Step Seven-

- Wait to hear your overall score.

## **Where Else Can I Find This Booklet?**

For your convenience and for the conservation of paper, you can find this booklet in its entirety on the Brandywine Heights web site as a PDF file. You can print out the entire document or only the pages that pertain to you. Simply go to [www.bhasd.org](http://www.bhasd.org), click on “High School,” click on “Forms,” and click on “Culminating Project Information,” or you can link directly to it by typing [http://www.bhasd.org/schools/HS/hs\\_forms.htm](http://www.bhasd.org/schools/HS/hs_forms.htm) in the URL.

## PROJECT CONTENT AREAS

### A. COMMUNITY SERVICE

1. An individual project approved by the Steering Committee.  
Example: Design and implement a project which provides a FREE service to the community or school.  
\* Refer to Community Service Protocols on pages 10 through 12.
2. Minimum of **forty hours, non-school time and unpaid**
3. Documentation to include the following items:
  - a. Log – This should include the starting date, time, activity, and mentor’s signature each time you participate in the community service.
  - b. Journal - This is a personal reaction/response. An entry should be made in your journal every time you meet with your advisor and every time you complete a task concerning your project. The journal must be written legibly or typed.
  - c. Process paper - to include goals, strategy, and an evaluation of the effectiveness of the project
4. Oral Presentation before a panel (5-10 minutes). Dress appropriately.
5. Persons performing community service will be given a time-log for computing hours of service ( See Page 31).
6. Refer to checklist Page 27.

### B. CAREER SEARCH

1. Individual project must include the following items:
  - a. A reflective autobiography relating to the career you chose to research  
This portion of the Culminating Project is intended to make you think about your personality traits and background as they relate to the profession. Consider the following questions as you write your autobiography.  
Who has influenced me to get into this career? Why?  
Who do I know that has been in this career and how has it affected his/her life?  
How will this career influence me?  
What personality traits or skills do I possess that will enable me to be successful in this career?  
What can I expect from a future in this career?
  - b. A formal resume based on the career you chose  
The resume is to be written as if you were applying for a position in that

career. Listed below are some questions you might wish to consider while writing your resume:

What size company do you intend to work for?

What is going to make you the most marketable?

What programs, skills, and tasks should you be able to perform?

What courses should you have taken that will make you a good candidate for the position?

What school will I attend that will best prepare me for this career?

- c. A post-secondary plan including college and/or job applications and a post collegiate plan as well
- d. Preparation of a personal budget, including sample tax forms

2. Documentation must include the following items:

- a. **Interview Log** – It should state the date, time, place, questions asked and have the signature of at least **five** people interviewed within the stated career of interest. A maximum of ONE interview may be conducted in-house and at least one interview must be conducted in person. Consult your advisor for extenuating circumstances. Interviews that are acceptable include those conducted via telephone, e-mail, letter, or personally. Refer to Page 32.
- b. **Journal** – This is a personal reaction/response. An entry should be made in your journal every time you meet with your advisor and every time you complete a task concerning your project. The journal must be written legibly or typed.
- c. **Process Paper/Literature Survey** – (8 to 10 pages) to include your career goals, strategy for obtaining this career, compilation of interviews with interpretation and analysis, and effectiveness of project, job description, number of openings, salaries, and statistics related to job, etc.

\* MLA Style that includes a works cited page, four sources minimum and parenthetical documentation

3. Oral Presentation before a panel (5-10 minutes). Dress appropriately.

4. Refer to checklist page 29.

**C. CREATIVE WORK** – This must be approved by the Steering Committee at a formal meeting which is to be scheduled in the Counseling Office. At the time of the Steering Committee Meeting, the student must demonstrate how it relates to his course of study upon approval.

1. The Creative Work must be an individual project.

2. Documentation must include the following items:
  - a. Written paper - state goals, strategy, and an evaluation of the effectiveness of the project
  - b. Log – This should document the time, process, materials, rehearsals, etc.
  - c. Journal - This is a personal reaction/response. An entry should be made in your journal every time you meet with your advisor and every time you complete a task concerning your project. The journal must be written legibly or typed.
  
3. The Creative Work may relate to the following courses of study:
  - ~ art
  - ~ music
  - ~ science technology
  - ~ dramatic presentation
  - ~ creative writing
  - ~ creative problem solving
  
4. Demonstrate your ability to think creatively and to produce an original piece of work.
  
5. Present it for public appreciation when appropriate.
  
6. Oral Presentation before a panel (5 - 10 minutes). Dress appropriately.
  
7. Refer to checklist page 28.

#### **D. RESEARCH PAPER AND PRESENTATION**

1. The Research Paper must be an individual project.
2. Identify a topic of concern to you and the community.
3. Plan an original study which discovers new information about issues.
4. Conduct the study using formal scientific and/or social science methods.
5. Prepare a formal report that includes recommendations for action based on the study.
6. Present the proposal to an agency which has the power to implement your ideas.

7. Documentation to include:
  - a. Log – This should include the starting date, time, process, research, etc.
  - b. Journal - This is a personal reaction/response. An entry should be made in your journal every time you meet with your advisor and every time you complete a task concerning your project. The journal must be written legibly or typed.
  - c. Process paper - minimum length appropriate for this type of paper is eight to ten pages
8. Refer to checklist page 30.

### **STEERING COMMITTEE**

The following items shall be the responsibilities of the Steering Committee:

1. Serve as a board to review protocols for
  - a. Special requests for projects
  - b. Decision makers for "hard call" projects
  - c. Meet with the students who are not "on task" with completion dates
  - d. Inform parents of seniors who are not meeting the requirements or the possibility of failure to graduate if the project is not completed on time
  - e. Receive all proposals and review topics
2. Prepare the final grade report for all projects via the compilation of all
  - a. Written components
  - b. Oral components
  - c. Product component

## COMMUNITY SERVICE PROTOCOLS

The following protocols have been established for a Culminating Graduation Project in **Community Service**.

### **Protocol for Community Service (Lutheran Home, Junior Firefighter and Brandywine Community Library are noted separately)**

All students who are choosing to perform community service as a project will follow the protocol as outlined. Please note that Community Service is limited to a non-profit organization. If it is not a non-profit organization, the student must come before the Steering Committee panel to ask for permission:

1. Complete, with your parent/guardian, the Culminating Graduation Project Signature Page, "Form A," and return to Guidance.
2. Select an advisor and mentor that would best suit your needs in reference to this project. Verbally contact the potential advisor to see that they are available. This verbal contact does not constitute ANYTHING! The paperwork is the only thing that counts as a binding agreement between you and your advisor.
3. Write a letter to the prospective advisor requesting that they serve as the in-house advisor.
4. Complete the Senior Proposal, "Form B," with all signatures in place and return to your advisor. Attach a completed copy of the Proposal, "Form B," to your cover letter and submit it to the advisor. This is now a mutual agreement.
5. Write a formal letter to the proper office of the organization requesting to serve as a volunteer and include a copy of the Senior Project Proposal Form with all signatures in place.
6. After the advisor **and** the organization's representative have accepted the student into the project, the student can then begin satisfying the requirements of the organization.

### **Protocol for Community Service at Topton Lutheran Home:**

Community Service at the Lutheran Home will be limited to no more than ten participants. All students who choose to do a Culminating Graduation Project at the Topton Lutheran Home will follow the outlined protocol:

1. Complete, with your parent/guardian, the Culminating Graduation Project

Signature Page, “Form A,” and return to Guidance.

2. Write a letter to **Mrs. Doll** requesting that she serve as your in-house advisor.
3. Complete the Culminating Graduation Proposal, “Form B,” with all signatures in place and return to **Mrs. Doll**. Attach a completed copy of the Proposal, “Form B,” to your cover letter and submit it to the advisor. This is now a mutual agreement.
4. Write a formal letter to the proper office of the Lutheran Home requesting to serve as a volunteer, including a copy of the Culminating Graduation Project Proposal Form with all signatures in place.
5. After both the Lutheran Home representative and **Mrs. Doll** have accepted the student into the project, the student may begin satisfying the requirements as determined by the Lutheran Home.

#### **Protocol for Community Service at Brandywine Community Library**

Community Service at the Brandywine Community Library will be limited to no more than ten participants. All students who choose to do a Culminating Graduation Project at the Brandywine Community Library will follow the outlined protocol:

1. Complete, with your parent/guardian, the Culminating Graduation Project Signature Page, “Form A,” and return to Guidance.
2. Write a letter to **Mrs. Johnson** requesting that she serve as your in-house advisor.
3. Complete the Senior Proposal, “Form B,” with all signatures in place and return to **Mrs. Johnson**. Attach a completed copy of the Proposal, “Form B” to your cover letter and submit it to the advisor. This is now a mutual agreement.
4. Write a letter to the Head Librarian at the Brandywine Community Library requesting to serve as a volunteer, including a copy of the Culminating Graduation Project Proposal Form with all signatures in place.
5. After both the Brandywine Community Library representative **and Mrs. Johnson** have accepted the student into the project, the student may begin satisfying the requirements as determined by the Topton Community Library.

### **Protocol for Community Service as a Junior Firefighter:**

In order to keep a manageable number of volunteers at the Topton Fire Company, all prospective volunteers for the Junior Firefighters Program will adhere to:

1. Complete, with your parent/guardian, the Culminating Graduation Project Signature Page, "Form A," and return to Guidance.
2. Select an advisor and mentor that would best suit your needs in reference to this project. Verbally contact the potential advisor to see that they are available. This verbal contact does not constitute ANYTHING! The paperwork is the only thing that counts as a binding agreement between you and your advisor.
3. Write a letter to the prospective advisor requesting that they serve as the in-house advisor.
4. Complete the Culminating Graduation Proposal, "Form B" with all signatures in place and return to your advisor. Attach a completed copy of the Proposal, "Form B" to your cover letter and submit it to the advisor. This is now a mutual agreement.
5. Write a letter of introduction and intent to Jason Robinson.  
This letter should:
  - ~ identify yourself
  - ~ indicate current grade level
  - ~ state the desire to enter the Junior Firefighter Program
  - ~ include the forms which will indicate your high school advisorListed below is the contact information for this community service:

Topton Volunteer Fire Co. #1  
Jason Robinson - Deputy Chief

**Mailing Address**

P.O. Box 8  
Topton, Pa 19562

**Station Address**

600 State Street  
Mertztown, Pa 19539

484-256-5576 - Cell

6. Set up an interview with the Fire Chief and your parents/guardians.
7. Juniors who have started the program prior to the senior year will have to complete at least 40 hours in their Senior year.

### **Protocol for Community Service with Topton Ambulance:**

In order to keep a manageable number of volunteers at the Topton Ambulance Service, all prospective volunteers for this program will adhere to the following:

1. Complete, with your parent/guardian, the Culminating Graduation Project Signature Page, "Form A," and return to Guidance.
2. Select an advisor and mentor that would best suit your needs in reference to this project. Verbally contact the potential advisor to see that they are available. This verbal contact does not constitute ANYTHING! The paperwork is the only thing that counts as a binding agreement between you and your advisor.
3. Write a letter to the prospective advisor requesting that they serve as the in-house advisor.
4. Complete the Culminating Graduation Proposal, "Form B" with all signatures in place and return to your advisor. Attach a completed copy of the Proposal, "Form B" to your cover letter and submit it to the advisor. This is now a mutual agreement.
5. Write a letter of introduction and intent to the Director of Operations.  
This letter should:
  - ~ identify yourself
  - ~ indicate current grade level
  - ~ state the desire to complete your project with Topton Ambulance
  - ~ include the forms which will indicate your high school advisorListed below is the contact information for this community service:

Topton Community Ambulance Service  
Steve Kline - Director of Operations/ Chief  
P.O. Box 22  
115 Centre Ave.  
Topton, Pa 19562  
484-256-5197- Cell  
610-682-4331 - Fax

6. Set up an interview with the Director of Operations and your parents/guardians.
7. There is in-house and weekend training involved/ available with this program. All course fees will be covered by Topton Ambulance.
8. Juniors who have started the program prior to the senior year will have to complete at least 40 hours in their Senior year.

### **Protocol for Community Service for School District Service:**

All students who wish to complete their community service within the Brandywine Heights Area School District must first seek prior approval from both Mr. Kripplebauer and the building principal.

1. Complete, with your parent/guardian, the Culminating Graduation Project Signature Page, "Form A," and return to Guidance.
2. Select an advisor and mentor that would best suit your needs in reference to this project. Verbally contact the potential advisor to see that they are available. This verbal contact does not constitute ANYTHING! The paperwork is the only thing that counts as a binding agreement between you and your advisor.
3. Write a letter to the prospective advisor requesting that they serve as the in-house advisor.
4. Complete the Senior Proposal, "Form B," with all signatures in place and return to your advisor. Attach a completed copy of the Proposal, "Form B," to your cover letter and submit it to the advisor. This is now a mutual agreement.
5. Write a formal letter to the proper office of the organization requesting to serve as a volunteer and include a copy of the Senior Project Proposal Form with all signatures in place.
6. After the advisor **and** the organization's representative have accepted the student into the project, the student can then begin satisfying the requirements of the organization.

## **PROTOCOL FOR REQUESTING AN ADVISOR**

1. Complete the Culminating Project Proposal Report, "Form B," with all proper signatures (last page of this packet) when presented to the proposed advisor for his/her consenting signature.
2. A cover letter must accompany the Proposal Sheet and should include the following information:
  - A. Follow proper business letter form- See example provided in this Packet on page 25.
  - B. Be typed
  - C. Include a paragraph of introduction about the writer, you.
  - D. Include a paragraph or paragraphs explaining your project inclusive of the topic and content area (ex. Research, Career Search, Community Service, etc.)
  - E. Include a paragraph or paragraphs explaining your time line and procedure for completing the project on time
  - F. Include a final paragraph requesting that the addressee consent to serve as the advisor
3. Upon acceptance, the Advisor will sign the Proposal Document and forward all copies for submission to the Steering Committee.

## **ADVISORS**

The following staff members have consented to serve as advisors for the Culminating Graduation Project. Try to select a staff member who may be able to serve as both advisor and resource person. Be aware that we have enough advisors that each advisor need not take more than four advisees. Your contact with a prospective advisor will be through a formal letter following the procedure outlined in **PROTOCOL FOR REQUESTING AN ADVISOR**.

Mr. Allison	Mrs. Johnson
Ms. Angstadt	Mrs. Lambert
	Mrs. Lendacki
Mr. Brown	Mr. Malley
Mr. Cole	Ms. Monaghan
Ms. Cranage	Mrs. Moore
Mr. Dewald	Mrs. Pearsall
Mrs. Doll	Ms. Perrin
Mrs. Egan	Mrs. Pristash
Mr. Favata	Mr. Reed
Mrs. Ferry	Mrs. Rhodes
Ms. Gabel	Mrs. Shaw
Mr. Gallagher	Mrs. Small
Mr. Goldman	Ms. Sweitzer
Mr. Graham	Mr. Thermenos
Mrs. Hanych	Mrs. Thomas
Mrs. Herbine	Mr. VanVoorhis
Mr. Herring	Ms. Wenninger

**PROTOCOLS FOR REQUESTING A MENTOR**

The mentor acts as a guide for you throughout the Culminating Project. The mentor should be someone who has some expertise in the project you've chosen to complete. He/She should be a resource or a go to person during the project process that helps you to troubleshoot and overcome challenges you might face along the way. The mentor may NOT be a parent/guardian; other family members are acceptable mentors as long as they fit the criteria.

## **JOURNAL REQUIREMENTS**

The journal for the Culminating Graduation Project shall include the items listed below and can be housed in an organized manner which might consist of a binder, an actual journal, a notebook, etc.

1. A Cover Sheet:
  - a. The name of the student
  - b. The project topic
  - c. Mentor
  - d. Advisor
  - e. Start date
  - f. Completion date
  
2. A Checklist:
  - a. Record of all meetings with the advisor
  - b. All signature requirements for interviews (if applicable), community service daily signatures (if applicable), etc.
  - c. A copy of the **five** interviews (If applicable)
  
3. Project Outline:
  - a. Everything the project consists of
  - b. Any general benchmarks
  - c. Dates of completion for all sections
  
4. Dated Periodic:
  - a. Documentation for all work done on the project, explanation and the amount of time spent on components of the project.
  
5. Optional Information:
  - a. Any research material, personal notes, or other information beneficial to you and the process of the project.

## **PROCESS PAPER REQUIREMENTS**

The Process Paper for the Culminating Graduation Project shall include the following items:

1. First Page- The Cover Sheet:
  - a. The name of the student
  - b. The project topic and title
  - c. Mentor
  - d. Advisor
  
2. Next Three Pages (minimum requirement):
  - a. Clear Introduction
    - Describe the project you chose to partake in and what you hoped to gain from it.
  - b. State the Process
    - How did you approach the project?
    - Describe all of the aspects that your project involved from beginning to end. For example, the process, the weaknesses, the strengths, the drawbacks, what you would do differently, what worked well, what didn't work well, the interviews (if applicable), etc.
  - c. Clear Conclusion
    - What did you learn from completing the project?
    - How will the completion of this project help you later in life?
    - Make an extension to society. Answer the question "so what?"

## **ORAL PRESENTATION REQUIREMENTS**

The Oral Presentation for the Culminating Graduation Project should include appropriate dress and punctuality. Dress should be consistent with the nature of your project. Remember, these requirements should be the same as if you are preparing to deliver a speech in your English class. The Oral Presentation should be a minimum of five minutes and a maximum of ten minutes.

1. Note cards 3" X 5" (Suggested)
  - a. Note cards are NOT required but are suggested
  - b. Do not read directly from them. This will result in a significant loss of points.
  - c. Highlight key words and main ideas on cards to help keep you focused. To avoid reading directly from note cards, do not write in complete sentences.
  - d. You will NOT be docked points for choosing to do without note cards.
  
2. Use correct grammar

- a. Use correct verb tenses, present, past, and future.
  - b. DO NOT use slang unless it pertains directly to your presentation.
3. Maintain good posture
- a. Stand up straight, no rounded shoulders or dropped head.
  - b. Do not lean on podium.
  - c. Do not sit during your presentation unless it pertains directly to your presentation.
4. Eye contact
- a. Look at the people to whom you are speaking.
  - b. Try to be relaxed.
5. Vocal diction and projection
- a. Enunciate words, don't mumble
  - b. Project your voice
  - c. DO NOT speak in a monotone voice
  - d. DO NOT rush your speaking
  - e. DO NOT chew gum while you are speaking. If necessary, have a glass of water prior to your presentation to alleviate a dry mouth
6. Rehearse your oral presentation with your advisor.
7. Anticipate potential questions and be knowledgeable of your content area.
7. Audio-visuals are an asset, and ARE required. One audio visual MUST BE your final project. Below are some suggestions for audio-visuals
- a. Take pictures during the project and display them with captions in a binder.
  - b. Take video clips or slides of the progression of the project.
  - c. Play an audio tape of interviews if appropriate.
  - d. Present written reviews regarding your project from people with whom you were in contact with throughout the process.
  - e. Create a storyboard.
  - f. Be creative where possible.
  - g. Power Point presentations are an option as are other technological programs. Let your advisor know in advance, prior to your scheduled presentation date that you will be in need of a room equipped with the necessary technology.

## **ORAL PRESENTATION PROCESS**

The following are suggestions in developing your oral presentation.

1. Greet the judges and introduce yourself.
2. State the title of your project.
3. Explain the purpose of your project and how you became interested in the project.
4. Explain the procedure you used to complete the project.
5. Use visuals to show and explain your project to the judges.
6. Inject humor into your thoughts to add interest to the project. Your additions need to be suitable to your subject as well as tactful.
7. At the conclusion of your presentation ask the judges if they have any questions.
8. Thank the judges for evaluating your project.
9. Practice will make the difference in how well you present yourself to the judges so, **PRACTICE.....PRACTICE.....PRACTICE.**
10. Dress as you would for a job interview or as a person in the career you chose.
11. **MUST** be a minimum of five minutes and a maximum of ten minutes.  
**VERY IMPORTANT-** Anyone who does not meet the five minute minimum, must redo the Oral Presentation.

### **IMPORTANT ADDITIONAL INFORMATION FOR ORALS:**

- Students must get at least a 2.0 on their Oral Presentations. You will not receive a 2.0 if you do not meet the five to ten minute time requirement. Questions by the grading panel do not count in your five minute total. If you are short on time, the panel will tell you so that you may continue to speak until you have met that requirement.
- So as not to stunt one's creativity, a student who is doing an interactive presentation, one between them and the panel, may count the entire presentation towards the student's five to ten minute time constraint. This, however, needs to be evident from the start of the presentation.
- Students **MUST** dress as though they are being interviewed for a job or they can dress as one would in that particular career. For example, if you are doing a career search on the career of nursing, you may come dressed in scrubs. If you did community service for Habitat for Humanity, you may wear a Habitat for Humanity t-shirt and a tool belt, etc. Please speak to your advisor for a clarification of what is appropriate dress for an interview.
- All students **MUST** present their final project to the panel grading their Oral Presentations. Students who do not have a final product are not considered "finished" and will not be permitted to present.

### Journal Grading Rubric

**NOTE: If the journal lacks a signature log of either interviewed people or community service hours, the journal will not be scored.**

	<b>4-Excellent</b>	<b>3-Good</b>	<b>2-Adequate</b>	<b>1-Inadequate</b>
<b>Content</b>	The journal is precise and comprehensive. It shows frequent student reflection and application.	The journal is substantial, clear, and appropriate. It provides general information with some reflection.	The journal is inconsistent, confusing, and careless. It shows no reflection and lacks depth.	The journal is superficial, minimal, shows little or no organization.
<b>Organization</b>	The journal displays excellent sequential record. It indicates much time spent. It is a concise log of the entire production of product.	The journal displays good sequential record. It indicates time spent on the entries. It is a clear log of the entire production of product.	The journal displays a slightly inadequate sequential record. There are gaps that show an inconsistent record of events and lack of time spent on it.	The journal displays an inadequate sequential record. The documentation is random. It indicates last minute entries, and shows evidence of an improperly maintained process of product production.
<b>Structure</b>	All journal requirements were met: cover sheet, checklist, project outline, dated periodic entries, and additional information the student deemed important.	All of the journal requirements were met except for one or two minor elements.	Some journal requirements were met with some major components missing.	Few, if any, journal requirements were met.

### Process Paper Rubric

	<b>4-Excellent</b>	<b>3-Good</b>	<b>2-Adequate</b>	<b>1-Inadequate</b>
<b>Cover Sheet</b>	The paper includes all four required items on the cover sheet	The paper includes three of the required items on the cover sheet.	The paper includes two of the required items on the cover sheet.	The paper includes one or less of the required items on the cover sheet
<b>Focus</b>	There is a sharp, distinct focus.	There is a clear focus where the writer does not get off topic.	There is adequate focus where the writer occasionally gets off topic.	The focus is vague, or simply devoid of focus.
<b>Content</b>	There is substantial, specific and illustrative content. The student has met the three page requirement or more.	There is sufficient content. The student has provided the required elements and met the three page requirement.	There is superficial content which lists ideas rather than explaining them, repeats ideas, or provides merely a sequence of events without reflection.	The paper is absent of relative content.
<b>Organization</b>	The organization is controlled yet subtle.	The organization is logical and appropriate.	The organization is confused, lacks transitions, and is inconsistent.	The organization is absent.
<b>Style</b>	The writer's voice is apparent in tone, sentence structure, and word choice.	There is some precision and variety in sentence structure and word choice.	There is a limited variety of sentence structure and word choice.	There is weak sentence structure and ineffective word choice.
<b>Grammar</b>	There are very few mechanical and usage errors.	There are some mechanical and usage errors.	There is repeated weakness in mechanics and usage. Enough to occasionally interrupt the reader's train of thought.	There are mechanical and usage errors that make the writer's ideas incoherent and very difficult to understand.
<b>MLA (If Applicable)</b>	Four or more sources were used. There are several internal citations within paragraphs and there is a properly done works cited page. There is a variety of sources.	Four sources were used. There is at least one internal citation per paragraph. There are minimal errors on the works cited page. There are at least two different types of sources.	There are less than four sources. Some paragraphs lack internal citations. There are several errors on the works cited page. The sources are all the same.	Shows little, if any, effort to conform to MLA standards and lacks sources. This paper is on the verge of being plagiarism.

### Oral Presentation Grading Rubric

	<b>4-Excellent</b>	<b>3-Good</b>	<b>2-Adequate</b>	<b>1-Inadequate</b>
<b>Preparation</b>	The student knew the material well, was organized, and answered questions precisely.	The student knew the material and answered most of the questions that the panel asked.	The student knew some information about his/her project, but was somewhat disorganized.	The student was disorganized and appeared to know little about his project.
<b>Diction</b>	The student communicated clearly, directly, and had an excellent working vocabulary.	The student was clear, mostly direct, and had good usage of vocabulary.	The student was clear, indirect, and used slang occasionally.	The student was unclear, indirect, and had very poor word usage.
<b>Style</b>	The student held the audience's attention consistently as a result of his/her enthusiasm for the project and attention to detail.	The student frequently held the audience's attention, was well received, and communicated well with the audience.	The student communicated with the audience minimally, only as much as he/she had to in order to complete the project.	The student was not able to hold the audience's attention. The audience was confused and unclear about the project and its process.
<b>Delivery Technique</b>	The student has an excellent rate of delivery, was confident, maintained excellent eye contact, frequently used gestures, and rarely read from note cards.	The student had a good rate of delivery, was relatively confident, maintained good eye contact, occasionally used gestures and occasionally read from note cards.	The student had an inconsistent rate of delivery that affected the presentation negatively. The student frequently read from note cards with minimal eye contact.	The student rarely made eye contact. The rate of delivery was inadequate and the student read from note cards.
<b>Audio-Visual</b>	The student's audio-visual complimented his/her presentation and it appeared as though he/she spent an extensive amount of time on it.	The student's audio-visual fit into his presentation and it was used frequently throughout it. It is evident that some thought went into creating it.	The student had an audio-visual, but it was infrequently referenced throughout the presentation. It helped his/her presentation only minimally.	The student had an audio-visual that lacked effort and wasn't referenced at all during the presentation.
<b>Content</b>	The student addressed all components of the process paper in his/her presentation and elaborated where possible.	The student addressed most of the components of the process paper in his/her presentation.	The student addressed only a few of the components of the process paper.	The student inadequately addressed the process paper in his/her presentation by covering little, if any, of the information.
<b>Professionalism</b>	The student was dressed as a person in the career he/she chose or dressed in attire appropriate for an interview.	The student was dressed in attire appropriate for an interview, but one item might be questionable.	The student wore two or more items that were inappropriate attire for an interview.	The student made little effort to dress appropriately for an interview.

### Research Paper Grading Rubric

	<b>4-Excellent</b>	<b>3-Good</b>	<b>2-Adequate</b>	<b>1-Inadequate</b>
<b>Introduction/Focus</b>	Distinct, controlling point made about a single topic	Apparent point made about a single topic	No apparent point, but evidence of a specific topic	Minimal evidence of a topic
<b>Conclusions/Extensions</b>	Numerous detailed conclusions are reached from the evidence	Several detailed conclusions are reached from the evidence	Some detailed conclusions are reached from the evidence	Few conclusions are made from the evidence offered
<b>Research</b>	All information is properly cited in MLA and gathered from a variety of sources	Most information is properly cited in MLA and gathered from several sources	Some information is properly cited in MLA and gathered from a limited amount of sources	Information is frequently cited incorrectly, and gathered from only a few sources
<b>Development of Thesis</b>	All research and conclusions effectively prove the thesis statement	Most of the research and conclusions effectively prove the thesis statement	Some research and conclusions prove the thesis statement	Little research and conclusions prove the thesis statement
<b>Conventions</b>	Evident control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation

BLOCK STYLE  
Open Punctuation

Return Street Address  
City, State Zip Code  
Date (4 Returns)

Inside Addressee  
Street Address  
City, State Zip Code (2 Returns)

Salutation (2 Returns)

SUBJECT LINE (Not necessary) (2 Returns)

Body of letter. Single space with double spaces between the paragraphs.

Body of letter. Single space with double spaces between the paragraphs.

Body of letter. Single space with double spaces between the paragraphs. (2 Returns)

Complimentary Closing (4 Returns)

Writers Name  
Writers Title (2 Returns)

Reference Initials (Lower case, no punctuation or spaces) (2 Returns)

Enclosure (if needed) (2 Returns)

- Copy Notation (if needed)

OUTLINE

Topic I. \_\_\_\_\_

Subtopic A. \_\_\_\_\_

Supporting details 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Subtopic B. \_\_\_\_\_

Supporting details 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Topic II. \_\_\_\_\_

Subtopic A. \_\_\_\_\_

Supporting details 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Subtopic B. \_\_\_\_\_

Supporting details 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## **COMMUNITY SERVICE - PROJECT TIMELINE**

<b>Due Date</b>	<b>Completed</b>	<b>Task</b>
9/17/09		Cover Letter(s), Signed Proposal Report & Signature Page
10/22/09		Outline of Process Paper
11/25/09		Journal Check
11/25/09		Evidence of Product Production
12/17/09		Rough Draft of Process Paper – Parts A & B
12/17/09		Journal Check
1/28/10		Evidence of Final Product, Revised Parts A & B of Process Paper, Part C of Process Paper
3/5-3/26/10		Meet with Advisor for Dress Rehearsal of Oral Presentation
3/05/10		Submit Process Paper
3/05/10		Submit Journal & Product
3/05-3/26/10		Schedule the Oral Presentation
4/05/10		Oral Presentation

<b>Checklist</b>			
<b>Completed</b>	<b>Task</b>	<b>Completed</b>	<b>Task</b>
	Proposal Sheet		Process Paper Outline
	Advisor Letter		Process Paper Cover Sheet
	Mentor Letter (if needed)		Process Paper
	Organizational Letter (If needed)		Schedule Oral Presentation
	Signature Page		Prepare Project Visual
	40 Hours of Community Service		Prepare Speech
	Volunteer Log		Meet with Advisor about Speech
	Journal Cover Sheet		Oral Presentation
	Journal		

Revised 4/17/07

## **CREATIVE WORK - PROJECT TIMELINE**

<b>Due Date</b>	<b>Completed</b>	<b>Task</b>
9/17/09		Cover Letter(s), Signed Proposal Report & Signature Page
10/22/09		Outline of Process Paper
11/25/09		Journal Check
11/25/09		Evidence of Product Production
12/17/09		Rough Draft of Process Paper – Parts A & B
12/17/09		Journal Check
1/28/10		Evidence of Final Product, Revised Parts A & B of Process Paper, Part C of Process Paper
3/5-3/26/10		Meet with Advisor for Dress Rehearsal of Oral Presentation
3/05/10		Submit Process Paper
3/05/10		Submit Journal & Product
3/05-3/26/10		Schedule the Oral Presentation
4/05/10		Oral Presentation

### **Checklist**

<b>Completed</b>	<b>Task</b>	<b>Completed</b>	<b>Task</b>
	Schedule Meeting with Committee		Journal Cover Sheet
	Proposal Sheet		Journal
	Advisor Letter		Process Paper Outline
	Mentor Letter (if needed)		Process Paper Cover Sheet
	Organizational Letter (If needed)		Process Paper
	Signature Page		Schedule Oral Presentation
	Meet with Committee		Prepare Project Visual
	Complete Creative Work		Prepare Speech
	Complete Project Log		Meet with Advisor about Speech
			Oral Presentation

## **CAREER SEARCH - PROJECT TIMELINE**

<b>Due Date</b>	<b>Completed</b>	<b>Task</b>
9/17/09		Cover Letter(s), Signed Proposal Report & Signature Page
10/22/09		Outline of Process Paper
11/25/09		Journal Check
11/25/09		Evidence of Product Production
12/17/09		Rough Draft of Process Paper – Parts A & B
12/17/09		Journal Check
1/28/10		Evidence of Final Product, Revised Parts A & B of Process Paper, Part C of Process Paper
3/5-3/26/10		Meet with Advisor for Dress Rehearsal of Oral Presentation
3/05/10		Submit Process Paper
3/05/10		Submit Journal & Product
3/05-3/26/10		Schedule the Oral Presentation
4/05/10		Oral Presentation

<b>Checklist</b>			
<b>Completed</b>	<b>Task</b>	<b>Completed</b>	<b>Task</b>
	Proposal Sheet		Interview Questions
	Advisor Letter		5 Interviews
	Mentor Letter (if needed)		Journal Cover Sheet
	Organizational Letter (If needed)		Journal
	Signature Page		Process Paper Outline
	Reflective Autobiography		Process Paper Cover Sheet
	Résumé		Process Paper
	Career Summary		Schedule Oral Presentation
	Post-Graduation Plan		Prepare Project Visual
	Applications – Job/College		Prepare Speech
	Budget		Meet with Advisor about Speech
	Tax Forms – Federal, State, Local		Oral Presentation
	Interview Log		

## **RESEARCH PAPER - PROJECT TIMELINE**

<b>Due Date</b>	<b>Completed</b>	<b>Task</b>
9/17/09		Cover Letter(s), Signed Proposal Report & Signature Page
10/22/09		Outline of Process Paper
11/25/09		Journal Check
11/25/09		Evidence of Product Production
12/17/09		Rough Draft of Process Paper – Parts A & B
12/17/09		Journal Check
1/28/10		Evidence of Final Product, Revised Parts A & B of Process Paper, Part C of Process Paper
3/5-3/26/10		Meet with Advisor for Dress Rehearsal of Oral Presentation
3/05/10		Submit Process Paper
3/05/10		Submit Journal & Product
3/05-3/26/10		Schedule the Oral Presentation
4/05/10		Oral Presentation

<b>Checklist</b>			
<b>Completed</b>	<b>Task</b>	<b>Completed</b>	<b>Task</b>
	Proposal Sheet		Journal
	Advisor Letter		Study Outline
	Mentor Letter (if needed)		Write Research Paper
	Organizational Letter (If needed)		Schedule Meeting with Agency
	Signature Page		Present Research to Agency
	Choose Research Topic		Schedule Oral Presentation
	Plan Original Study		Prepare Project Visual
	Conduct Study		Prepare Speech
	Complete Project Log		Meet with Advisor about Speech
	Journal Cover Sheet		Oral Presentation



<b>Date</b>	<b>Interviewee</b>	<b>Place of Employment</b>	<b>Type of Interview</b>	<b>Signature of Interviewee</b>
<b>Reflection on Interview</b>				
<b>Date</b>	<b>Interviewee</b>	<b>Place of Employment</b>	<b>Type of Interview</b>	<b>Signature of Interviewee</b>
<b>Reflection on Interview</b>				
<b>Date</b>	<b>Interviewee</b>	<b>Place of Employment</b>	<b>Type of Interview</b>	<b>Signature of Interviewee</b>
<b>Reflection on Interview</b>				
<b>Date</b>	<b>Interviewee</b>	<b>Place of Employment</b>	<b>Type of Interview</b>	<b>Signature of Interviewee</b>
<b>Reflection on Interview</b>				
<b>Date</b>	<b>Interviewee</b>	<b>Place of Employment</b>	<b>Type of Interview</b>	<b>Signature of Interviewee</b>
<b>Reflection on Interview</b>				

## CULMINATING PROJECT EVALUATION FORM:

Name of Student: \_\_\_\_\_

Project Title: \_\_\_\_\_

Advisor: \_\_\_\_\_

### CHECKLIST:

\_\_\_\_\_ (5) Benchmarks Achieved (Advisor)

Advisors will assign the appropriate point value for each benchmark that is submitted on or before the due date except for the oral presentation grade and the comprehensive grade:

(1) \_\_\_ A. **Thursday, September 17, 2009**

Culminating Graduation Project Letter  
& Proposal due

(.5) \_\_\_ B. **Thursday, October 22, 2009**

Outline of Process Paper

(.5) \_\_\_ C. **Wednesday, November 25, 2009**

Evidence of Product Production  
Journal Check

(.5) \_\_\_ D. **Thursday, December 17, 2009**

Rough Draft of Process Paper (Parts A & B)  
Journal Check

(.5) \_\_\_ E. **Thursday, January 28, 2010**

Evidence of Final Product submitted for review  
Part C of Process Paper submitted for review  
Parts A & B of Process Paper revised submitted for review  
Journal Check

(1) \_\_\_ F. Between **Friday, March 5 & Friday, March 26, 2010** meet with advisor for a dress rehearsal of the Oral Presentation

(1) \_\_\_ G. **Friday, March 5, 2010**

Submission of Final Product and Journal  
Oral Presentation Scheduled  
Final Version of Process Paper

\_\_\_\_\_ (4) Explanation of Process Paper (3 page minimum)

A. Clear Introduction

Describe the project you chose to partake in and what you hoped to gain from it.

B. State the Process

How did you approach the project?

Describe all of the aspects that your project involved from beginning to end. For example, the process, the weaknesses, the strengths, the drawbacks, what you would do differently, what worked well, what didn't work well, the interviews (if applicable), etc.

C. Clear Conclusion

What did you learn from completing the project?

How will the completion of this project help you later in life?

Make an extension to today's society. Answer the question "so what?"

\_\_\_\_\_ (4) Journal – Ongoing entries throughout the project that document what you have been working on throughout the Culminating Project as well as meeting dates, times and items discussed during your advisor meetings

\_\_\_\_\_ (4) Oral Presentation... Average grade by no less than 3 staff members

**Monday, April 5, 2010**

**Early Oral Presentations will occur during the week of December 14<sup>th</sup> 2009**

Any student failing to earn a 2.0 must redo the presentation.

Appointments for Oral Presentation time slots will be made during lunch periods.

\_\_\_\_\_ (4) Product if paper, read by advisor; 8 page minimum

Any student not earning a 2.0 must improve upon the product.

COMPREHENSIVE SCORE:

\_\_\_\_\_ 19 – 21 Outstanding

\_\_\_\_\_ 14 – 18 Good (Pass with a 2.0 oral presentation and a 2.0 on product)

\_\_\_\_\_ 7 – 13 Provisionally Adequate (These individuals have until Friday, **May 7, 2010** to "clean up" components.) If, however, not "cleaned up" prior to prom, you will not be permitted to attend it.

\_\_\_\_\_ 0 – 6 Inadequate / Non Participating

# **Culminating Graduation Project 2009-2010**

## **Signature Page**

**I have received, read, and understood the Culminating Graduation Project Guidelines packet which was distributed at the parent/student meeting on Wednesday, April 22, 2009 in the High School Auditorium at 7p.m.**

**PROVISION- Juniors who choose to participate in the Culminating Graduation Project during the 2009-2010 school year and fail to successfully complete the process will be subject to a \$100 fine. The submission of this signature sheet officially begins the Culminating Graduation Project process. This is an obligation and anyone who has not completed the project by April 5, 2010, may not participate in the prom.**

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent/Guardian(s)** \_\_\_\_\_

\_\_\_\_\_

**Date** \_\_\_\_\_

**CULMINATING PROJECT PROPOSAL REPORT**

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

HOMEROOM NUMBER \_\_\_\_\_ HOME PHONE NUMBER \_\_\_\_\_

PROJECT CONTENT AREA \_\_\_\_\_

SPECIFIC AREA \_\_\_\_\_

BRIEF DESCRIPTION OF THE PROJECT:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROJECT ADVISOR \_\_\_\_\_

PROJECT MENTOR (IF APPLICABLE)

**\*\*CAN NOT BE A PARENT OR GUARDIAN\*\***

MENTOR'S ADDRESS \_\_\_\_\_

\_\_\_\_\_

MENTOR'S PHONE NUMBER \_\_\_\_\_

STUDENT'S SIGNATURE

\_\_\_\_\_ DATE \_\_\_\_\_

PARENT/GUARDIAN'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

MENTOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

(IF APPLICABLE) & (CAN NOT BE A PARENT/GUARDIAN)

STEERING COMMITTEE APPROVAL \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PRINCIPAL APPROVAL (if necessary  
for district community service) .....\_\_\_\_\_

DATE\_\_\_\_\_

**You must make four copies of the completed Culminating Project Proposal Report.**

One copy is to be give to each of the following people:

1. Student
2. Advisor
3. Steering Committee Panel
4. Mentor (If Applicable)

**This document must be stapled to the back of your cover letter.**

The cover letter must be a letter of your proposal for your culminating project in **proper business letter form** (see example in this packet) and it should include the following items:

1. Information that provides some background information about the student.
2. A description of the project content area
3. The specific topic
4. The process by which you will adequately complete the necessary project requirements as stated in the Project Content Area.
5. Any other information that you deem important for the Steering Committee to know.
6. A request for the teacher you chose to be your advisor and why you chose them.