

SAYRE AREA SCHOOL DISTRICT GRADUATION (SENIOR) PROJECT



A student shall complete a project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, or some other appropriate form of demonstration, is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.

Pennsylvania Department of Education
Chapter 4 Regulations

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INTRODUCTION LETTER

Dear Student and Parent/Guardian:

All students who graduate from Sayre Area Senior High School must undertake and complete a graduation project that meets the standards and provisions stated by the Pennsylvania State Board of Education, 22 Pa. Code – Education, Chapter 4 – Section 4. It is important to have a complete and thorough understanding of the importance of the project and the seriousness with which both faculty and administration view the requirement.

The purpose of the required project is to give the student an opportunity to demonstrate his/her ability to apply various skills and demonstrate what he/she has learned. Students are strongly encouraged to select a project that is both challenging and significantly meaningful to them. Projects are typically done individually. Students may choose one of two projects: community service or exploring a career path.

Projects and their required supporting materials are completed along a carefully laid out timeline; however, timelines may be altered individually to meet a student's forward progress. It is very important that you meet all deadlines, supply the required supporting materials, and bring your journal and notebook during the times announced. **Failure to successfully complete all project requirements could result in you not participating in graduation.**

This process is an ongoing project that begins with the introduction in the sophomore year and culmination during of the senior year. The evaluation will be comprised of the individual components of notebook, research/reflection paper, journal, oral presentation, and visual. Parents/guardians and students should discuss this graduation requirement so both understand the important role it plays in meeting the requirements for graduation from the Sayre Area Senior High School.

I hope that this project provides each student with the opportunity to showcase the skills and talents he/she has developed through all his/her years of school in the Sayre Area School District.

Sincerely,

Dayton Handrick, Principal
Sayre Area Senior High School

September, 2013

Dear Students, Parents, and Guardians,

Beginning with the Class of 2001, all students must complete a graduation project that meets the standards stated by the Pennsylvania State Board of Education and the Sayre Area School District.

This information packet/direction manual will provide you procedures to help you complete the project. Please review the information carefully.

This is a requirement in order to receive a high school diploma. You will be expected to research, present, and reflect upon a topic of interest to you.

Pictures should always accompany the product portion of Graduation Project. That serves as additional documentation that the stated goal was accomplished. A letter from the mentor stating what the student did and number of hours spent with him/her should also be part of product. Those components may be placed in a scrapbook with captions underneath the pictures. Students will also have the ability to store any pertinent information electronically, making themselves an electronic portfolio.

If you give your project your best effort, you may find that it is one of the most rewarding experiences of your high school education.

David Johnston
Graduation (Senior) Project Advisor

Student: _____

FORM SP01

Cumulative Checklist

Sophomore Year

Student Initial/Date _____ Advisor Initial/Date _____

_____ Student/parent introduced to the Grad Project _____

_____ Types of projects discussed with student _____

_____ Student interest survey completed (SP02-04) _____

_____ List of brainstorm topics completed.(SP05) _____

_____ Clarification of two types of projects _____

_____ Typed proposal of project with details _____

Career Exploration (SP07) or Community Service (SP08) forms.

Junior Year

_____ Sept.-Oct. – Meet with advisor to discuss progress _____

_____ Student begins project _____

_____ Time Log Review (SP09) _____

_____ Notebook Review _____

Senior Year

_____ September – Meet with advisor to discuss progress _____

_____ Evidence of planning and practicing presentation _____

_____ December - Technology request (SP12) _____

_____ Notebook/Journal) completed and turned in
(Presentation Day) _____

_____ December - Project completed _____

Note: If student misses a deadline requirement or is not making progress, parents will be notified by letter, phone call, or conference.

It is the student's responsibility to make up a missed meeting.

PURPOSE

The Sayre Area School District Graduation (Senior) Project is intended to be a comprehensive learning activity of the highest quality both in scope and breadth. The project is meant to demonstrate the district's standard of outstanding student performance. Students will have the opportunity to exhibit problem solving, self-directed learning, decision making and independent research while investigating a specialized area of interest.

GOALS

The Graduation Project will:

- Encourage creativity, resourcefulness, practicality, organization and in depth study of a topic.
- Engage students as self-directed, active, independent learners and role models.
- Integrate various curricular areas of learning.
- Strengthen language and communication skills.
- Promote accountability and responsibility at acceptable levels of performance.
- Promote community involvement in student learning experiences.
- Provide students with an opportunity to reflect on personal interests and abilities.

EXPLANATION

The project should be an original work on a topic selected by the student. This project will require research and development outside of the classroom. The student will be evaluated based on multiple components: a project notebook, completion of community service hours, a written paper and an oral presentation with a visual component.

The student will work closely with the project advisor. The advisor will meet with the student on a scheduled basis to guide the student through the development of the project.

It is highly recommended that the student selects a mentor. The role of the mentor is to provide the student with encouragement, support, and expertise in the content area. Keep in mind that the student, not the advisor or the mentor, is responsible for all work involved in the project.

PROJECT PROPOSAL FORM SP05 is DUE on the designated date in the spring of the sophomore year.

ASSESSMENT

Both a written and oral component will be assessed according to a rubric (See Rubrics SP15 and SP16). Students must achieve a rating of **Successful** in each component of the written, oral and visual component evaluation rubrics. Students will be presenting their project before a panel at the beginning of the second semester of their senior year. The completed written paper must be submitted at the time of the oral presentation.

Each student will receive written notification as to whether or not he/she has met the Graduation Project requirements successfully.

WHO ARE THE KEY PEOPLE and WHAT ARE THEIR RESPONSIBILITIES IN THE PROJECT?

A. **The Student!** You are responsible for choosing a project of your interest, keeping a written log and journal detailing all work and personal reactions, keeping your notebook and packet safe and in good condition with all forms updated, meeting deadlines, and attending Advisory meetings with Graduation Packet.

B. **Project Advisor:** Each student will be monitored or advised throughout the project. Regular meetings will be scheduled for progress checks with packets, and other materials, but you should seek out your advisor as needed.

C. **Mentor (optional):** A mentor is an adult with appropriate background of experience, position, and/or interest sufficient to provide technical guidance. You may select a mentor from someone you already know, or may ask for possible names of people who may be of help. The mentor should make the commitment of time and expertise to assist you as needed throughout the process. If you are pursuing a project about which you have little or no background knowledge, you should be sure to select a mentor who has the time, sense of commitment and capability to provide adequate help. In this situation, help may also be needed beyond mentoring. Some projects may not necessitate having a mentor. However, one may be needed later, and may be added at that time.

D. **Resource Person:** A resource person may provide help, assistance, or guidance as needed but not to the extent that the mentor does. Many people may give specific help or information with various steps along the way towards completion of the project. You may have many resource people.

E. **Evaluation Panel:** During the senior year, an evaluation panel is necessary to determine your passing or failing of your presentation and visual component.

WHAT ARE THE PARTS OF THE GRADUATION PROJECT?

Students will:

- Choose and complete an activity** approved by the Project Advisor or Principal.
- Keep an **organizational notebook** in your choice of style. It includes this **packet**.
- Keep a **written log/ journal of all activities** completed for the project, as well as all other paperwork and documentation.
- Complete a **written research/reflection paper** that relates to your project. The paper is **NOT** the total project and is **NOT** to be treated as such.
- Present projects to an evaluation panel** during the senior year.
- Prepare a **visual display** relevant to the project, the style of which is the students' choice. It will be part of the presentation.

WHAT GOES IN MY NOTEBOOK!

A. All forms found in this packet, must be completed and demonstrate progress over time. **Neatness and sequence are important!** Packet pages, forms, writings, other relevant forms (receipts, diagrams, correspondence, etc.) should be affixed.

B. The **journal (not mandatory but it helps)**, kept by you, is to be written throughout the project. It **MUST** include a **list of activities** over time. It **must** include also **reflections** over time. The journal should include descriptions of what was done, what data were collected, etc. and what the next steps will be. Include reflections of your feelings about what was or was not accomplished, what you plan to do if a problem was encountered, what you are pleased with and why, and etc. (minimum of 10 entries)

C. **Information and material gathered for the project.** For example, pamphlets, notes, interview transcripts, estimates, drawings, photos, etc. In other words, **KEEP EVERYTHING!** This documents your work as original, showing proof for how, when and where you did your project.

D. Completed resume, job application and college application.

E. **Research/Reflection paper** – Include a clean, final copy of your research paper.

WHAT ABOUT THE PROJECT GRADE?

A **PASSING GRADE** must be attained on **each** section or it will have to be **redone**. The Senior Project Advisor will grade the research paper, notebook and journal but the other components will be judged by committees/panels. Your mentor will **not** be a member of your final Evaluation Panel.

You will have a timeline for objectives to complete, and meetings with the project advisor to check on progress. Letter(s), phone call(s) and/or conference(s) at any step of the process will be used to notify your parent(s) or guardian(s) if satisfactory progress is not made. Disciplinary punishment may result from not meeting the project timeline.

EVALUATION

1. Notebook
 - a. Pages completed
 - b. Deadlines met
2. Log/Journal entries written and checked regularly
 - a. Time Log FORM SP09
3. Research/Reflection Paper - 5-7 pages in length depending.
 - a. MLA format
 - b. Submitted on time
4. Oral Presentation
5. Visual Display – Presented during the Oral Presentation
Possible displays:
 - Computer application
 - Emergent technology
 - Artistic creation – visual, audio, kinesthetic
 - Portfolio
 - Charts, graphs, etc.
 - Video
 - Model
 - Actual product
 - Computer slide show
 - Story board
 - Overhead transparencies
 - Scrapbook
 - Booklet/brochure
 - Cartoons
 - Fashion design/display
 - Architectural design
 - Other – Be creative!

The completed notebook and a “clean” final copy of the research paper will be turned in to the project advisor on the designated date prior to your presentation.

Senior project presentations will take place the beginning of the second semester of your senior year. The evaluation panel may consist of the principal, project advisor, district staff and/or community members. You may invite your mentor or other significant people to be a part of the audience.

Students should plan to speak for **8 – 15 minutes**. Additional time will be given to set up and take down displays, equipment, etc. The panel will also have time to ask the student a few questions at the end of the presentation. (More specific information about scheduling times, etc. will be given closer to the actual presentation date.) An opportunity for remediation of a failed presentation will be given prior to graduation.

GETTING STARTED?

Sayre's students must complete:

- a. 10 hours of community service not related to your project (5 hours during sophomore year and 5 hours during junior year).
- b. may choose ONE of TWO (2) types of projects, consisting of a minimum of 30 total project hours:
 1. **Community service** such as volunteering in any number of community agencies or local activities or organizing a special fundraiser for charity. Opportunities in this area are only limited by your creative imagination and the agency and/or community need. Making a physical product for donating to a charitable cause fits in this category.
 2. **Exploring a career path** such as volunteering time in a certain field, participating in a summer or after school internship or a shadowing and interviewing experience, or learning a new job-related skill and demonstrating it. One school release day is permitted each semester with advanced notice and special form completion.

1) Proposal (FORM SP07) or (FORM SP08)

The proposal is your initial plan for your graduation project. The proposal form is provided in the appendix of this information packet. Please turn in a proposal form to have your project idea approved.

2) Letter of Commitment (Pages 26 or 27)

The letter of commitment is your signed, detailed statement of intent for completing this project. Your letter will be in either the career exploration or community service formats.

3) Research with Documentation

After submitting your letter of commitment, you will begin your research. Gathering information relevant to your project may include using library and technological references, conducting surveys, visiting museums, taking field trips, interviewing knowledgeable persons, experimenting, observing and collecting data, and numerous other possibilities. All useful information will be documented in one of the two following listed ways. The community service pathway needs to research the organization or charity you are devoting your time to. The career exploration path needs to research the type of career you are job shadowing and research multiple college programs.

4) Time Log (FORM SP09)

You, the student, must keep a log of any time spent working on your project. This includes but is not limited to meetings, research, construction, writing, and rehearsal. Your log is the primary evidence of your progress on your project. A student log form is provided in the appendix of this manual. Additional forms will be provided if needed or you may create your own.

5) Source Summaries (If applicable.)

Whenever you find information relevant to your project, you must record the source, whether printed, electronic media, personal interview, or other. EVERY source of information requires documentation. This is, essentially, the bibliography, but contains resources other than books. The appendix of this information packet/manual details the bibliography style you will use and provides examples.

6) Materials File (If applicable.)

As your research progresses, you may accumulate various articles or other material related to your project, such as forms, surveys, photocopies, brochures, drafts, empirical data, lists, bills, interview notes, and numerous other materials. All of these items are to be collected for review at your final presentation.

7) Product

Your research is complete when you have all the information you need to create your final product. The product is tangible evidence of the research knowledge and new skills you have obtained from the personal study of your topic. Since each product is unique, products will assume different forms. As long as your project meets the requirements and guidelines you are only limited by your imagination. A research paper is NOT the final product. The paper is a separate requirement.

8) Research/Reflection Paper

The research paper will reflect the ability to research, in depth, a topic directly related to your final product. The paper should be written in proper research paper format (MLA) and be approximately five to seven pages in length. The paper will be expected to reflect senior level research and writing skills. **All sources must be obtained through Power Library. Use of other sources must be approved.** The reflective portion of the paper will clearly detail the knowledge and skills – about your topic and yourself as a learner – that you have gained from completing your graduation project. Community service projects will include research on the organization you are working with. Career exploration projects will have research related to their job shadowing and college visits.

9) Final Oral Presentation

As the final step in your graduation project you will present an oral presentation to an assessment panel. In this presentation you will orally explain and/or demonstrate your project and the product you created. The presentation should consist of good presentation skills (including visual aids) and be approximately 8 to 15 minutes in length. The assessment panel may then use an additional 10 to 15 minutes for follow-up questions concerning the content or process of the project, which you will be required to answer.

GRADUATION PROJECT TIMELINE

*Sophomore Year Brainstorming * Preparation * Project Proposal*

- September** – Introduction Letter with signatures
- October/November**– Student Interest Survey/Tentative Project Ideas
- January/February** – Tentative Project Ideas Organizer
- April/May** – Graduation Project Proposal - Agreement signed by student/parent (SP05)
- 5 Hours of Non-Project Related Community Service Completed**

*Junior Year Research Paper * Major Project Work*

- September** - Conference with Project Advisor on progress of project.
- September - The Graduation Project topic must be approved before beginning the project. A separate form is required for community service/career exploration agreement. **Formal proposal MUST be turned in prior to starting the project.**
- Graduation Research Papers – All students write research papers in English class. It is during this time that students will learn proper research format.
- Student should start working on the project during junior year.
- Journal entries should be filled out each time student works on project.
- Time Log should be kept up to date (with appropriate signatures).
- Begin Work on resume, job application, and college application.
- 5 Hours of Non-Project Related Community Service Completed (10 total).**

*Senior Year Final Project Completion * Preparation of Visual * Spring Presentation*

- September** - Conference with Project Advisor on progress of project. Resume, job application, and College Application should be completed and in notebook.
- Graduation Project should be finished by the end of the first Semester.
- January** – Student prepares the visual and oral presentation
- February/March** – Students presents to a panel of teachers, staff, and/or community members.

COMMUNITY SERVICE IDEAS

Below you will find a sampling of different types of activities that could be chosen for the completion of the community service portion of the graduation project. The following is by no means an inclusive list.

- Habitat for Humanity
- Work with special needs children
- Big Brothers/Big Sisters
- Charity Walks—Juvenile Diabetes, Walk for the Cure, etc.
- Work on an election campaign
- Tutor/mentor elementary or middle school students
- Food Bank/Soup Kitchen
- Fire/Emergency
- Beautification Programs
- Community projects through Scouts
- Summer Camp Counselors
- Read to preschool children, senior citizens, etc.
- Senior Citizen Centers
- Salvation Army
- Hospital
- Library
- Organize a fundraising event
- Animal Shelter
- American Red Cross (Blood Drives)
- Teach Summer Recreation Classes
- Teach Instrumental/Vocal Lessons

STUDENT INTEREST SURVEY

Complete this survey yourself. Be as complete as possible. It will serve as a guide for you in deciding what type of Graduation Project you elect to do. Be honest! This is all about you, for you!

Good luck! Have fun!!

- What church, community, family-oriented, or neighborhood activities are you involved in outside of school?
- Do you enjoy helping others? How?
- What are your hobbies or interests?
- What types of books, music, movies, etc. do you enjoy?
- What activities at school (art, music, athletics, clubs, etc.) are most interesting to you?
- What do you feel are your strongest assets/characteristics that you like about yourself?
- Have you visited any interesting places on family or school trips?
- Name at least 3 things you've always wondered about.
- List 3 things you've always wanted to know more about.
- If you could live in another time, when would it be? Why?
- What are your favorite subjects? Why? Explain.
- If you could be someone else for just one day, who would it be? Why?
- What goals do you have for your future?

Career Questionnaire

Name: _____

Use this form to brainstorm possible careers you may be interested in. You can use the guidance counselor, career counselor, your advisor, parents, etc. for assistance.

List three of your qualities an employer would find valuable.

1. _____

2. _____

3. _____

Rate the following criteria based on your opinion.

- | | | |
|--|-----|----|
| 1. I enjoy working with people. | Yes | No |
| 2. I like someone to tell me exactly what I am supposed to do. | Yes | No |
| 3. Healthcare benefits will be as important as money. | Yes | No |
| 4. I plan to stay in this area to work after I graduate. | Yes | No |
| 5. I want to go to college or a trade school after I graduate. | Yes | No |

Based on your answers above, list three careers you are interested in.

1. _____

2. _____

3. _____

Community Service Questionnaire

Name: _____

Use this form to brainstorm possible community service projects you may be interested in. Use your advisor, community leaders, and community service idea sheet for reference.

List your three best skills or traits. These can be specific personality traits such as outgoing, organized, etc, or these can be skills you possess such as welding, sewing, athletic, etc.

1. _____

2. _____

3. _____

Rate the following criteria based on your opinion.

- | | | |
|--|-----|----|
| 1. I enjoy working with people. | Yes | No |
| 2. I would like someone to give me a job and then do it myself. | Yes | No |
| 3. I like organizing large projects and being creative. | Yes | No |
| 4. I think I would need help from an adult to plan something. | Yes | No |
| 1. The idea of volunteering 30 hours and knowing I'd be done with my project makes me feel more confident I can complete my graduation project . | Yes | No |
| 6. I like to work with my hands. | Yes | No |
| 7. I like to work with kids. | Yes | No |
| 8. I like to learn new skills. | Yes | No |
| 9. I like to be challenged. | Yes | No |
| 10. I like working outdoors. | Yes | No |

Three projects I might like to do for community service.

1. _____

2. _____

3. _____

Tentative Project Ideas

After you complete Forms SP02-04 and make a brainstorming list in your notebook SP05, choose three feasible ideas that appeal most to you. Discuss the ideas with your parents before you make a final decision on Form SP07 or SP08. You **MUST** list at least 2 – one for a backup in case your first choice cannot be done.

1. Project Description:
(What would you do?)

Why do you think you would like to try this?

2. Project Description:
(What would you do?)

Why do you think you would like to try this?

3. Project Description:
(What would you do?)

Why do you think you would like to try this?

SAYRE AREA SENIOR HIGH SCHOOL
Proposal for Career Exploration for the Graduation Project

Student Name: _____

Graduation Project Advisor Name: _____

Parent or Guardian Name: _____

Home Address: _____

Home Phone Number: _____

What job/career title will you will be shadowing? _____

Name of Work Site: _____

Address of Work Site: _____

Job Shadowing Supervisor/Mentor: _____

Phone Number of Supervisor/Mentor: _____



Job Shadowing Site Responsibilities:

- Student should be involved in as many components of the job of the mentor/supervisor as possible. NOTE: a job description would be helpful.

Student Responsibilities:

- The student agrees to report to the job shadowing supervisor/mentor at the scheduled times, and will notify him/her in a timely manner if unable to do so.
- The student adheres to agency policies.
- Job shadowing activities will not take precedence over required school activities.
- Supplemental Graduation Project forms are to be filled out and signed by the appropriate persons indicated on the forms. The log/journal should contain the details of the job shadowing experience.

School Responsibilities:

- The program is under the direction of the Graduation Project Coordinator.

Parent or Guardian Responsibilities:

- The parent or guardian will provide transportation if needed and will accept any liability for the student during the job shadowing experience.
- The parent or guardian will assist in promoting the value of the student's experience by cooperating with the job shadowing supervisor/mentor and the school.

WE THE UNDERSIGNED AGREE TO THE CONDITIONS AND STATEMENTS IN THE AGREEMENT.

Student Signature

Parent or Guardian

Graduation Project Advisor

*Upon completion, this form should be given to the Graduation Project Advisor to copy and keep in the student's GP file. The student should retain the original.

SAYRE AREA SENIOR HIGH SCHOOL
Proposal for Community Service for the Graduation Project

Student Name: _____

Graduation Project Advisor Name: _____

Parent or Guardian Name: _____

Home Address: _____

Home Phone Number: _____

Description of Community Service: _____

Name of Community Service Site: _____

Address of Community Service Site: _____

Community Service Supervisor/Mentor and Phone Number:

Community Service Site Responsibilities:

Student should be involved in as many components of the community service provided by the agency as possible. NOTE: a description of services needed would be helpful.

Student Responsibilities:

- The student agrees to report to the community service supervisor/mentor at the scheduled times, and will notify him/her in a timely manner if unable to do so.
- The student adheres to agency policies.
- Community service activities will not take precedence over required school activities.
- Supplemental Graduation Project forms are to be filled out and signed by the appropriate persons indicated on the forms. The log/journal should contain the details of the community service experience.

School Responsibilities:

- The program is under the direction of the Graduation Project Coordinator.

Parent or Guardian Responsibilities:

- The parent or guardian will provide transportation if needed and will accept any liability for the student during the community service experience.
- The parent or guardian will assist in promoting the value of the student's experience by cooperating with the community service supervisor/mentor and the school.

WE THE UNDERSIGNED AGREE TO THE CONDITIONS AND STATEMENTS IN THE AGREEMENT.

Student Signature

Parent or Guardian

Graduation Project Advisor

*Upon completion, this form should be given to the Graduation Project Advisor to copy and keep in the student's GP file. The student should retain the original.

SAYRE AREA SCHOOL DISTRICT
JOB SHADOW EXPERIENCE AND PERMISSION FORM

Student Name: _____

Grade: _____ Homeroom No. _____

This form must be turned in to your advisor at least one week prior to the designated job shadowing day.

1. The student will be attending a job shadowing experience on the following date _____.

2. Provide the details of your job shadowing experience. (Min. 5 hours)

Place of Job Shadowing Experience: _____

Name of Supervisor: _____

Signature of Supervisor: _____

3. Two things I expect to learn from this experience are:

1. _____

2. _____

Parent/Guardian Signature

Student Signature

Advisor's Signature

SAYRE AREA SCHOOL DISTRICT

JOB SHADOW EVALUATION

Complete and return this form to your Project Advisor.

Name: _____

Workplace Visited: _____

Date of Visit: _____ Number of Hours (5 min.) _____

1. How would you rate the value of this job shadowing experience?
 Not Valuable Somewhat Valuable Valuable Extremely Valuable

2. What did you learn from this job shadowing experience?

3. What surprised you most about what you learned, heard or observed?

4. In general, how did you feel about this job shadow experience?

5. Are you interested in a career in this field? Yes No
Did your job shadowing experience change your mind? Yes No

Explain: _____

Student's Signature: _____

Workplace Supervisor's Signature: _____

Formal Proposal Format – Community Service

Use the guidelines below to create a proposal that will be submitted to a committee for final approval. Be as detailed as possible.

Use the sample of a Community Service Proposal as a guide.

Remember, once a proposal is approved by the Graduation Project Committee, the student will not be permitted to change project details. **Extenuating circumstances will be handled on a case to case basis.**

1. All information must be typed.
2. Includes student's name, advisor's name, parent's name, and contact's name.
3. Date the proposal.
4. Purpose of the project.
5. Describe the project.
6. The goal.
7. Outline of activities/procedures to complete project.
8. Skills student possesses to complete project.
9. Skills student will learn while completing project.
10. Materials needed and who is providing.
11. If student needs help completing project, who will be assisting?
12. Include the following statement, verbatim:
 - a. I understand that all work on my graduation project must be my original work. I will properly cite all sources used in accordance with school district guidelines. I am aware that any irregularities will be taken before the graduation project Assessment Panel, and/or my Principal for review. Any plagiarism will invalidate my project and jeopardize my graduation.
13. Signatures of student, advisor, parent, and contact.

Formal Proposal Format – Career Research

Use the guidelines below to create a proposal that will be submitted to a committee for final approval. Be as detailed as possible.

Use the sample of a Career Research Proposal as a guide.

Remember, once a proposal is approved by the Graduation Project Committee, the student will not be permitted to change project details. **Extenuating circumstances will be handled on a case to case basis.**

1. All information must be typed.
2. Includes student's name, advisor's name, parent's name, and contact's name.
3. Date the proposal.
4. Purpose of the project.
5. Describe the project.
6. The goal.
7. Outline of activities/procedures to complete project.
8. Skills student possesses to complete project.
9. Skills student will learn while completing project.
10. Materials needed and who is providing.
11. If student needs help completing project, who will be assisting?
12. Include the following statement, verbatim:
 - a. I understand that all work on my graduation project must be my original work. I will properly cite all sources used in accordance with school district guidelines. I am aware that any irregularities will be taken before the graduation project Assessment Panel, and/or my Principal for review. Any plagiarism will invalidate my project and jeopardize my graduation.
13. Signatures of student, advisor, parent, and contact.
14. Include the interview questions you will ask your job shadow contact as well as the four other people in that field. (On separate paper)
15. Include the interview questions you will ask a representative at the two colleges, universities, or trade schools you will be visiting **(or one visiting and three in-school visits)**. (On separate paper)

WRITTEN COMPONENT

The written component of your graduation project will offer you the opportunity to reflect on your project and share your research findings with the panel of evaluators. This paper will be turned in on the day of your oral presentation. You should be prepared with three typed copies of your written component so that each evaluator will have his/her own copy. You will be expected to meet the following requirements in order to achieve a successful rating for the project:

- 1) The written component should cover the following information:
 - a. Process Description – In this section of your paper you will explain how you decided on, developed, and completed your graduation project.
 - b. Research Findings – In this section you will want to share the research you have completed associated with your topic. This may be information such as statistics that prompted you to choose your project, historical background on your topic, current facts or information necessary to know in understanding your project, etc. You will be required to cite a minimum of five sources within your paper using parenthetical documentation.
 - c. Self-Evaluation / Personal Reflection – In this section you will want to think about what you did well and what you think you might have done better. You will want to discuss what you have learned from completing this project.
- 2) Follow MLA guidelines for documentation and Works Cited page.
 - a. You will be expected to turn in a Works Cited page along with your paper. You should have a **minimum of five sources** listed on the Works Cited page. These will be sources you have consulted and used for your written component. There are many different types of sources available in the library for you to use; however, of the required 5 sources, **no type of source may exceed two**.
 - b. You will also be expected to follow MLA guidelines for your opening page, parenthetical documentation, and page numbering.
- 3) Your paper should be 5-7 typed, double-spaced pages for a Research/Reflection paper. The type should be no more than 12 point and should be typed in a readable font.
- 4) Plagiarism
 - a. Plagiarism is the presentation of another writer's ideas or words as if they were your own, without acknowledging the source. Please make sure to document clearly all borrowed information using parenthetical documentation.
- 5) Evaluation
 - a. Your paper will be evaluated using the Written Component Evaluation Rubric (See attached rubric). Not only will your paper be evaluated for content, organization, and research, but also conventions of language, such as spelling, grammar, capitalization, and usage. Please make sure you proofread all work before final submission for evaluation. Remember, your paper must describe the process, research, and self-evaluation that you went through to complete your project. If this is not the focus of the paper, you will not have a successful paper.

DOCUMENTING SOURCES WITHIN A PAPER MLA GUIDELINES

In writing your research paper, you must document everything that you borrow from an outside source. Without documenting material accurately, you have just plagiarized. MLA has developed an easy to use method of document information within your paper. It is called parenthetical documentation.

The purpose of a parenthetical reference is to document a source briefly, clearly, and accurately. To avoid clutter in sentences, MLA recommends placing the parenthetical reference at the end of the sentence but before the final period. Notice that there is no punctuation mark between the author's last name and the page citation.

Listed below are several techniques for using parenthetical documentation:

1. Cite the author's last name and the page number(s) of the source in parentheses. One historian argues that since the invention of television "our politics, religion, news, athletics, education, and commerce have been transformed into congenial adjuncts of show business, largely without protest or even much popular notice" (Postman 3-4).
2. Use the author's last name in your sentence, and place only the page number(s) of the source in parentheses. Postman points out that since the invention of television "our politics, religion, news, athletics, education and commerce have been transformed into congenial adjuncts of show business, largely without protest or even much popular notice" (3-4).
3. If the source you are using does not have a known author, use the source name in the parenthetical reference. You may abbreviate when necessary.

One historian argues that since the invention of television "our politics, religion, news, athletics, education, and commerce have been transformed into congenial adjuncts of show business, largely without protest or even much popular notice" (People Weekly 3-4).

4. If you are using a quotation that is more than four lines typed you will need to indent the quote ten spaces from the left hand margin and about five spaces from the right hand margin.

Toni Morrison, in "The Site of Memory," explains how social context shaped slave narratives:

...no slave in the history of the world wrote more--
or more thoughtfully--about its own enslavement.
The milieu, however, dictated the purpose
and the style. The narratives are instructive,

moral, and obviously representative. Some of them are patterned after the sentimental novel that was in vogue at the time. (109)

*** Notice that with the indented quote, the final period goes **before** rather than **after** the parenthetical reference. Leave one space after the final period. If the quote is not indented, the final period goes after the parenthetical reference.

Works Cited Page Sample

Works Cited

Cahan, Vicky. "Waste Not, Want Not? Not Necessarily." *BusinessWeek* 17 July 1989: 116-117.

Van Voorst, Bruce. "The Recycling Bottleneck." *Time* 14 Sept. 1992: 52-54.

Yang, Dori Jones, William C Symonds, and Lisa Driscoll. "Recycling Is Rewriting the Rules in Papermaking." *BusinessWeek* 22 Apr. 1991: 100H-100L.

Zorro, Joseph. Personal Interview. 10 Oct. 2000.

Oral Presentation - Description/Requirements

The oral presentation is the second component of your graduation project that will be evaluated. You will present an oral version of your project before a panel of faculty members and administrators in a very formal setting. You will be expected to meet the following requirements in order to achieve a successful rating for the project:

* The oral presentation must be **eight to fifteen minutes in length.**

* **You must bring three typed copies of the written component of your graduation project to the presentation.**

See your advisor if you need access to a copy machine.

* You must use a **visual aid** to help illustrate your project. You may include photographs, drawings, blueprints, a graphic organizer, video,

* **Effective speaking techniques** (tone, eye contact, composure, etc.) must be utilized. Please see the Oral Evaluation Presentation Rubric.

* You should organize your oral presentation the same way you organized the written component. Include the following:

- **a self-introduction**
- **an exciting opening**
- **the process by which you developed and completed**
- **your research findings**
- **a reflection of what you learned**
- **a self-evaluation of the project**
- **a demonstration (if appropriate)**
- **a solid conclusion**

Remember that you must do more than simply read the written component of your graduation project before the evaluation panel. Here are some guidelines that will help you to deliver a successful oral presentation:

- 1) Be well rested.
- 2) Deliver your presentation dressed in interview attire. **This is a formal presentation.**
- 3) Your mentor, after working with you on the project, may wish to sit in on your presentation as a non-judging guest.
- 4) Practice your oral presentation with your mentor, family or friends. You will be more confident when the time comes to deliver the presentation before the evaluation board.
- 5) You may use note cards, or other aids; however, beware of overuse. As with any typical class presentation, you must present your information, rather than read it.
- 6) This is a formal presentation, so you should not use informal, conversational speech. Avoid the use of slang or inappropriate language.

TECHNOLOGY REQUEST FORM

All Graduation Project Presentation rooms will be equipped with a TV/VCR and a computer/overhead projector. If you need additional equipment for your presentation, please fill out this form and turn it in to your advisor along with your rough draft. If you do not turn this form in by the end of December, you will not have access to any additional equipment. It is your responsibility to make sure your presentation is compatible with the school's resources. Please contact your advisor if you would like to practice your presentation with a school computer.

NAME OF STUDENT: _____

NAME OF ADVISOR: _____

DATE SUBMITTED: _____

I am requesting the following technology for my presentation:

_____ DVD Player

_____ LCD/Computer- Windows

Other: Please be as specific as possible:

March ____, 2013

Dear _____:

This letter is to inform you of your successful completion of the Senior Graduation Project.

All of your graduation project forms and checklists are on file at the High School. If you would like to review your specific written and oral project evaluation rubrics, please contact your advisor.

Congratulations on a fine effort!

Sincerely,

The Sayre Area High School
Graduation Project Advisor

March _____, 2013

Dear _____:

This letter is to inform you of an unsuccessful rating on your senior graduation project.

The graduation project committee requires you and a parent/guardian to schedule a meeting to review your evaluation rubric. Discussion of this rubric will provide you with the information needed in order to successfully complete the graduation project requirements by _____.

As a committee, we would like to remind you that any student who does not successfully meet the senior graduation project requirements by the _____ deadline will not receive a diploma from Sayre Area High School.

Sincerely,

The Sayre Area High School
Graduation Project Advisor

Student
Name: _____

FORM SP15

**RESEARCH/REFLECTION PAPER
EVALUATION**

The items checked below are those,
which need to be
improved.

PRESENTATION (MLA format)

- One-inch margins
- Double-space throughout
- Half-inch indent for first line of all paragraphs
- Correct heading
- 12 point Times New Roman

UNITY

- Adequately limited focus
- Clear thesis statement
- Topic sentences help prove thesis
- Information is relevant to your thesis

Introduction

- Gripping opening sentence/hook
- Smooth transition between hook & thesis

Conclusion

- Thesis restated in light of your argument
- Effective conclusion- not a simple summary of paper

COHESION

- Clear/logical organization
- Clear topic sentences in all paragraphs
- Effective concluding sentences(where needed)

Transitions (clear connections)

- Within paragraphs/ between paragraphs
- Between paragraphs & thesis
- Between your writing and cited material

SUPPORT

- Convincing evidence for thesis & topic sentences
- Relevant information to thesis

- Current sources(when appropriate)
- Add a source of this type for balance:
 __journal __newspaper __magazine __book __Internet
- Credibility of Internet source uncertain
- Effective balance of paraphrasing, summarizing, and quoting
- At least two citations per body paragraph
- Context provided for all borrowed material, always mentioning the author by name in your text (not only in parenthetical citations)

DOCUMENTATION OF SOURCES

- Documentation of all paraphrases, summaries, and quotations (anytime you use someone else's words, ideas, or information)
- Correct MLA parenthetical-citation format

**Format of MLA "Works Cited Page(s)
(Bibliography)**

- Use alphabetical order
- Use MLA format for citing:
 __ journals __ newspapers __magazines __ books __ Internet
- One-inch margins_ "Works Cited" at top
- Underlining needed
- Hanging indent for all entries with 2 or more lines
- Double-space all entries

EDITING

- Wordiness
- Awkward wording
- Redundant
- Key terms not defined
- Avoid clichés
- Avoid slang
- Avoid use of "you"/"your"
- Vague language

Sentence Skills

- Avoid fragments
- Avoid "run-ons"
- Make sure subjects & verbs agree
- Spelling Issues to Review & Correct

Rubric – Oral Component

(See Excel document)

Copy of Student Resume

Copy of Student Job Application

Copy of Student College Application