

# Graduation Project

## Handbook

Fuquay-Varina High School



Spring 2008

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Parents and Students,

A new graduation requirement for students who entered the ninth grade for the first time during the 2006-2007 school year and subsequent years is the completion of a performance-based project, referred to as “The Graduation Project.” The North Carolina Legislation has written into law that every graduating senior will be required to have completed this project. This handbook has been created to assist parents and students in understanding and meeting the graduation project requirements.

Service-based or work-based learning experiences often are associated with this type of project. Students will learn and practice the essential project skills during their freshman, sophomore, and junior years. However, the bulk of the project’s emphasis will appear during your child’s junior and senior years. In fact, our staff is currently involved in staff development to prepare all teachers on our campus for their roles in your child’s project.

Please know that our staff has been busy behind the scenes to ensure student success with regard to this new requirement. Furthermore, during the fall of 2006, a “Graduation Project Committee” was established and has worked to lead the development of a school-wide plan focused on student success with regard to the completion of the project. Fuquay-Varina High School has an active committee to serve as a resource for teachers and students. More information will be forthcoming during the upcoming months and school year with regard to these issues; nonetheless, I wanted to make sure all parents of the affected students are aware of this graduation requirement.

Respectfully,

Edward S. McFarland  
Principal

# Graduation Project Explanation

## ***What?***

The Graduation Project is a statewide requirement for the Class of 2010. It's a performance-based exit assessment that is designed to allow students to "demonstrate what they know and are able to do as they prepare to graduate from high school". The Graduation Project consists of four components and must be completed over the course of a student's high school career.

## ***Why?***

The Graduation Project promotes the following benefits for students: communication skills, computer knowledge, employability skills, information-retrieval skills, reading language skills, writing language skills, teamwork, and thinking/problem-solving skills.

## ***How?***

The Graduation Project consists of four components:

- The Research Paper
- The Product
- The Presentation
- The Portfolio

Teachers will have school-wide rubrics to use for scoring the four components.

## ***Who?***

All students in grades 9-12 will be working on the Graduation Project at various stages of completion. The following school-base personnel will assist in the process:

- Graduation Project Coordinator (T. James)
- Community Coordinator (R. Swann)
- Graduation Project Advisors (Teachers)
- Graduation Project Steering Committee (FVHS G.P. Committee)
- Graduation Project Advisory Board (FVHS G.P. Committee)
- Graduation Project School Review Panel (TBD; includes all faculty)

## ***When?***

FVHS has developed a Graduation Project Timeline to guide students through completion of each component throughout each year of the high school experience. Please see the attached timeline for details.

# Graduation Project Timeline

## **9<sup>th</sup> Grade**

- Student and family become familiar with the Graduation Project process
- Students learn basic research skills in all subjects
- Students practice oral presentation skills in all classes
- Students complete an interest inventory in Keystone 101 class
- Students begin portfolio compilation with evidence of skills learned/practiced

## **10<sup>th</sup> Grade**

- Students choose their topic
- Students explore essential questions for Research Paper
- Students create a plan for product options (service learning, job shadowing, internship, etc.)
- Students research potential mentor options
- Students continue to reinforce research, presentation, and technology skills
- Students continue portfolio compilation

## **11<sup>th</sup> Grade**

- Students finalize topic
- Students write essential question
- Students successfully complete Research Paper requirement
- Students secure a mentor for product options and begin consultation to log hours
- Students practice oral presentation skills
- Students finalize product idea
- Students continue portfolio compilation

## **12<sup>th</sup> Grade**

- Students will complete the Product, Presentation, and Portfolio components of Graduation Project

<b>Paper (11<sup>th</sup> Grade)</b>	<b>Product</b>	<b>Presentation</b>	<b>Portfolio</b>
8-10 pages	15 hour minimum investment	7-10 minute formal presentation	Key documents from each year delineating the process
MLA documentation	Extension of Research Paper	Panel of community and faculty members	Research paper must be included



**Fuquay-Varina High School  
Graduation Project  
10<sup>th</sup> Grade Components**

**Student Name:** \_\_\_\_\_

**Student NCWise Number:** \_\_\_\_\_

**Proposed Graduation Year:** \_\_\_\_\_

All 10<sup>th</sup> graders will complete the oral presentation and research skills described below in each of their classes. **The student will select one item for each component to include in their graduation project portfolio.**

Documentation of Completion of the 10<sup>th</sup> grade components:

Date	Course	Teacher	Component
			<b>Oral Presentation Skill Practice: 3-5 minute Individual Speech</b>
			<b>Research Skills: M.L.A. Bibliography</b>
			<b>Research Skills: Summarization of Content</b>

**3 Possible Topics for Research Paper:**

\_\_\_\_\_

\_\_\_\_\_

**Advisory Teacher:** Verify student's completion and inclusion of the requested samples into the portfolio:

- 9<sup>th</sup> grade components:     **Completed in 9<sup>th</sup> grade**
- Substituted additional examples from 10<sup>th</sup> grade**
- Not Met**

- 10<sup>th</sup> grade components:     **Met**
- Not met**

\_\_\_\_\_ Advisory Teacher Signature

\_\_\_\_\_ Date

**Fuquay-Varina High School  
Graduation Project  
11<sup>th</sup> Grade Components**

**Student Name:** \_\_\_\_\_

**Student NCWise Number:** \_\_\_\_\_

**Proposed Graduation Year:** \_\_\_\_\_

**Topic for Research Paper:**  
\_\_\_\_\_

All 11<sup>th</sup> graders will complete their research paper as described below. **The student will submit the items listed for inclusion in their graduation project portfolio.**

Documentation showing completion of the 11<sup>th</sup> grade components:

<b>Date</b>	<b>Check Off</b>	<b>Component</b>
		Notes and Sources
		Rough Works Cited
		Outline
		Rough Draft
		2 <sup>nd</sup> edit
		Final Draft
		Final Works Cited
		Evaluation of Paper

**Advisory Teacher:** Verify student's completion and inclusion of the requested samples into the portfolio:

- 9<sup>th</sup> grade components:  **Completed in 9<sup>th</sup> grade**  
 **Substituted additional examples from 10<sup>th</sup> grade**  
 **Not Met**

- \_\_\_\_\_
- 10<sup>th</sup> grade components:  **Completed in 10<sup>th</sup> grade**  
 **Substituted additional examples from 11<sup>th</sup> grade**  
 **Not Met**

- \_\_\_\_\_
- 11<sup>th</sup> grade components:  **Met**  
 **Not met**

\_\_\_\_\_ Advisory Teacher Signature  
 \_\_\_\_\_ Date

**Fuquay-Varina High School  
Graduation Project  
12<sup>th</sup> Grade Components**

**Student Name:** \_\_\_\_\_

**Student NCWise Number:** \_\_\_\_\_

**Proposed Graduation Year:** \_\_\_\_\_

**Topic for Presentation:**  
\_\_\_\_\_

All 12<sup>th</sup> graders will complete their research paper as described below. **The student will submit the items listed for inclusion in their graduation project portfolio.**

Documentation showing completion of the 12<sup>th</sup> grade components:

<b>Date</b>	<b>Check Off</b>	<b>Component</b>
		Topic Approval Form
		Mentor Agreement
		Product/Mentor Log Completed
		Product
		Presentation
		Evaluation of Product
		Evaluation of Presentation
		Evaluation of Portfolio

**Advisory Teacher:** Verify student's completion and inclusion of the requested samples into the portfolio:

- 9<sup>th</sup> grade components:  **Completed in 9<sup>th</sup> grade**  
 **Substituted additional examples from 10<sup>th</sup> grade**  
 **Not Met**

- \_\_\_\_\_
- 10<sup>th</sup> grade components:  **Completed in 10<sup>th</sup> grade**  
 **Substituted additional examples from 11<sup>th</sup> grade**  
 **Not Met**

- \_\_\_\_\_
- 11<sup>th</sup> grade components:  **Met**  
 **Not met**

\_\_\_\_\_ Advisory Teacher Signature  
 \_\_\_\_\_ Date

**Interest Inventory**  
Developed at Southeast Raleigh High School

This inventory is to help you guide you towards finding an appropriate and interesting topic for your Graduation Project. Your answers to these questions should help you narrow down some topic choices for your Graduation Project.

<i>Questions</i>	<i>Answer</i>
1. What is the most interesting course you have ever taken? Why?	
2. What lessons have you learned from your extra-curricular activities?	
3. How did you get introduced to your hobby(ies) and why are you interested in them?	
4. What people or practices influence your opinions?	
5. What life events have changed you as a person and why?	
6. What is your favorite sport?	
7. What is your favorite television show?	
8. Who from history do you identify with and why?	
9. What genre of film or books do you prefer?	
10. What type of music do you listen to?	
11. What current events interest you?	
12. What occupational field would you like to enter?	
13. What elements of your upbringing have shaped the person you have become?	
14. What challenges do you think today's youth face?	
15. What era of history interests you?	

16. Who is your idol?	
17. What activities do you do with your friends and family?	
18. If you could travel anywhere, where would you go and why?	
19. What job do you think is most important to society?	
20. If you could fix any problem in your community, what would you fix?	
21. How do you think the government impacts your life?	
22. What do you consider to be the most controversial issue in the media?	
23. What cause would you be willing to stand up for?	
24. Which historical person do you think had the greatest impact on today's world? Why?	
25. What is the responsibility of the educational system?	
26. What is your responsibility as a student?	
27. What do you think are the main problems in your school?	
28. What do you think is the most influential form of media and why?	

### Exploring Areas of Interest

Complete the following list of general categories by generating three different ideas that appeal to you for each category. Utilize the examples in parenthesis as a guideline to brainstorm ideas to develop further for your research.

<i>Category</i>	<i>Idea 1</i>	<i>Idea 2</i>	<i>Idea 3</i>
1. Fine and Performing Arts (music, dance)			
2. Health and Physical Fitness (steroids, diet)			
3. Business (entrepreneurship, advertising)			
4. Travel (vacations, explorations)			
5. Careers (schooling, job market research)			
6. Social Issues (poverty, education)			
7. Photography/Film (movie making, black and white photography)			
8. Math/Science (automation, robots)			
9. Literature/Writing (writing a novel, contemporary writer)			
10. Sports/Recreation (scuba diving, effects of Title IX)			
11. Home/Economics (trends in diet, cooking, interior design)			
12. Technical Arts (cabinetry, metal products)			
13. Education (Achievement Gap, funding...)			

14. Visual Arts (digital arts, stained glass)			
15. Religion/Philosophy (existentialism, religions, and war)			
16. Specialized Hobbies (coin, car restoration)			
17. Space (exploration, space stations)			
18. Social Studies (historical study, rescue missions)			
19. Nature/Ecology (global warning, habitats)			
20. Other Ideas			

### **Analyzing Topic Selections**

Now that you have generated several ideas that you might possibly pursue, you need to begin evaluating your lists for how they lend themselves to different aspects of the Graduation Project. Circle/Highlight any topic that:

- Will have a good supply of information and variety of resources (books, articles in periodicals, website, interviews, etc.)
- Will lend itself to a product that is valid, useful, and relevant-jot down product ideas as they occur to you
- Will be affordable-consider both time and money
- Will stretch your knowledge and experience
- Will give you a taste of a possible career
- Will maintain your interest for many months of work
- Will allow you to take a stand on the topic (you have to decide whether or not the topic has a negative/positive impact, insignificant/great influence, etc.)
- You will know someone who can mentor you through this research

## CHOOSING A TOPIC

The topic you choose must be debatable and defensible...a question to be considered or decided. You must choose a position and defend and support it.

Topic choices are almost unlimited. Make sure the topic you choose can be effectively researched, written about, and presented to an audience of judges. It should be a “learning stretch” from something the student is already doing or interested in learning about.

For example, if a student has always wanted to play the piano, the paper could be about a particular type of music or composer, and the product could be playing a song for part of their presentation.

Topics can come from any class, club, sport, church, or civic organization like Boy Scouts. It should be something the student is genuinely interested in, so they will not mind spending lots of time working on the project. See *The Product* page in the handbook for more topic ideas.

## Writing an Essential Question

Once you have determined your topic of interest, you must narrow that topic to an ESSENTIAL QUESTION.

For example, if your topic is Birth Defects, your Essential Question could be, “Is cloning ethical?” or “Should a child with birth defects be given the same educational opportunities as a child without birth defects?”

## How all four components focus on your topic

In your *research paper*, you must express your opinion without using an “I think” statement. The main body of your paper will consist of the research you found that supports your opinion. Your conclusion will reflect critical thinking on your topic and expand upon your thesis without restating it.

Your *product* must be a physical extension of your research paper that tangibly shows what you’ve learned about your topic.

Your *portfolio* should show the journey from picking your topic to full completion of the project.

Your *presentation* is a final culmination of your work to a panel of judges.

## RESEARCH PAPER SPECIFICATIONS

Style: All papers must be typed in 12 point Times New Roman font, double-spaced in black ink.

Length: 8 – 10 pages

Margins: Margins must be set at one inch: top, both sides, and bottom.

Title page: Title is one-third of the way down the page. DO NOT underline, quote, italicize, or bold title. The page must be in 12 point font. Double space the title. Author information is two-thirds of the way down the page. It must include the author's name, advisor's name, and the date (day, month, year).

Heading: The heading should be in the upper left-hand corner of the first page with the following information double-spaced:

1. Student name
2. Advisor name
3. Date (day, month, year)

Paper Title: The title for the paper must follow these guidelines:

- centered on first page of paper
- double-spaced below the last line of the heading
- Use initial capitalization only
- No underlining, quotation marks, or bold print

Page numbers: The pages must be numbered in the right hand corner, one-half inch from the top on page one. Your last name and the page number appear in this corner. (Smith 1) Numbering continues throughout the paper.

Paper citations: The paper must incorporate parenthetical documentation in accordance with proper MLA format.

Works Cited:

- The title of Works Cited is centered at the top of the page.
- The document must be double-spaced throughout.
- All entries must be in alphabetical order by the author's last name or the first word in the citation.
- Put periods at the end of each citation.
- Do not number your entries.

Sources: At least five sources must be used.  
One source must be an interview.

Citations: If a source is listed on the Works Cited page, it must be used in the paper either in a direct quote or a paraphrase with proper parenthetical documentation.

Paper Order for final draft: The paper must follow this order:

1. Title page
2. Paper
3. Works Cited page(s)

***NOTE: ALL PRELIMINARY NOTES AND ROUGH DRAFTS WILL BE REQUIRED. DO NOT THROW ANYTHING AWAY!***

Submit the following for grading:

1. Two copies of final draft of paper
2. Rough draft(s)
3. Notes/ note cards
4. Interview questions and answers

These items must be submitted in a brown manila envelope. Please rubber band all note cards.

### **Graduation Project Research Paper Fatal Flaws**

The following errors will be fatal to your Graduation Research Paper. If you have any of the following errors, it will not be read by the committee.

Length requirements are not met.

No Works Cited page.

No or too few internal citations.

Minimum number of sources is not met.

Internal citations do not match the Works Cited page.

Sources are not properly cited within the paper.

Student has downloaded, copied, or "borrowed" a paper from someone else and turned it in as his/her own work.

Student has copied an article or any part of another text and turned it in as his/her own paper.

Student has faked citations.

Resources are not aligned with the essential question.

## Research Paper Checklist

This list is designed to guide you in the completion of your research paper. Please use the list to check the components of your paper.

Yes	No	Component
		Outline included
		Minimum page length
		Correct format, double spaced
		Thesis—clear, concise, relates to paper, issue-based
		Paper written in 3 <sup>rd</sup> person—not personal essay but non-biased research
		Evidence of consistent & conscientious editing
		Introduction engaging & clearly defines thesis
		Information in paper connects & develops thesis
		Content reflects thorough research
		Conclusion thoughtful, engaging, and clear with original information (expands on thesis without simply repeating it)
		Proper citations within paper—direct quotes & paraphrases documented
		Minimum 5 sources—primary and secondary, no encyclopedias—must include a primary source (Interview)
		Works Cited page—accurate and correctly formatted

## EVALUATING INTERNET SOURCES

1. Authorship
  - Who wrote the site?
  - What are the author's credentials?
  - Is the web information within the author's
2. Publishing body
  - Is this an official organizational site or a personal web page?
  - Is the sponsoring organization credible?
3. Content
  - What is the purpose of the web page?
  - Is there evidence of this?
  - What is the source and date of the information?
4. Context of the work
  - Does the site include a bibliography?
5. Accuracy or credibility
  - What are some of the links listed at the site?
6. Source
  - What is the full URL address?
7. Scope
  - What is the depth of the context (i.e. number of pages)?

Guide to evaluating Internet sources

<http://www.cyberbee.com/guides.html>

<http://hcl.harvard.edu/research/guides/evaluatingweb>

## Fuquay-Varina High School Graduation Project Paper Rubric

Student: \_\_\_\_\_

Score: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluators: \_\_\_\_\_

	<i><b>Exemplary</b></i> <b>E</b>	<i><b>Satisfactory</b></i> <b>S</b>	<b>Resubmission Necessary Little Evidence</b>	<b>No evidence or paper not submitted</b>	<b>E</b>	<b>S</b>	<b>RN</b>
<u>Use of Sources</u>	<p>Shows knowledgeable , practiced, skillful pattern:</p> <p>Includes a minimum of 5 sources including an interview</p> <p>Research is well documented</p> <p>Demonstrates paraphrasing, direct and indirect quotes</p> <p>Information connects to thesis</p> <p>Sources on Works Cited page accurately match sources cited in text</p> <p>Works Cited page follows MLA format</p>	<p>Shows evidence of a developing pattern:</p> <p>Includes a minimum of 5 sources including an interview</p> <p>May be some insufficient documentation</p> <p>Some paraphrasing and/or direct and indirect quotes</p> <p>Effort to connect information to thesis</p> <p>Most sources on Works Cited page match the text</p> <p>A few errors in MLA format</p>	<p>Reflects a superficial, random, limited pattern:</p> <p>Insufficient Sources</p> <p>Lack of documentation</p> <p>Lack of paraphrasing and quotes</p> <p>Poor connection of much information to the thesis</p> <p>Inaccurate matching of Works Cited sources and text</p> <p>Incorrect or lack of MLA format</p>	<p>Paper not submitted or there is <u>Unacceptable</u> skill application in all areas</p>			
<u>Content and Organization</u>	<p>Introduction is engaging and clearly defines the thesis</p> <p>Thesis is appropriate and focused</p> <p>Content develops the thesis well</p> <p>Content shows sound, thorough research</p>	<p>Evidence of effort to define thesis in the introduction</p> <p>Thesis is somewhat focused</p> <p>Reader has to intuit some thesis development</p> <p>Content shows some spotty research</p>	<p>Poor introduction of thesis</p> <p>Absence of a clear thesis</p> <p>Content does not clearly develop the thesis</p> <p>Lack of evidence of research</p>	<p>Failure to meet basic patterns</p>			

					<b>E</b>	<b>S</b>	<b>RN</b>
<u>Content and Organization</u>	<p>Text organization flows sensibly and smoothly with use of transition</p> <p>Writing is sophisticated with mature vocabulary and sentence patterns</p> <p>Topic sentences support the thesis</p> <p>There is a mixture of personal voice interwoven with research</p> <p>Conclusion is thoughtful and clear</p>	<p>Text does not always flow smoothly with good transitions</p> <p>Writing lacks sophistication in vocabulary and sentence patterns</p> <p>All topic sentences do not support the thesis</p> <p>Lack of sufficient personal voice interwoven with research</p> <p>Conclusion may not be clearly defined</p>	<p>Disorganized text that lacks transitions</p> <p>Writing is basic with weak vocabulary and sentence structure</p> <p>Lack of supportive topic sentences</p> <p>No personal voice</p> <p>Poor or disorganized conclusion</p>				
<u>Mechanics/ Usage / Spelling/ Format</u>	<p>Consistent verb tenses</p> <p>Complete sentences with no run-ons or fragments</p> <p>Correct agreement subject /verb and pronoun/ antecedent</p> <p>Correct paragraphing</p> <p>Correct capitalization</p> <p>Correct spelling</p> <p>Correct punctuation</p> <p>Follows MLA guidelines: font, title, headings, page numbers, margins, spacing, etc.</p>	<p>Most of the standards for correct language and mechanics are present but there are some errors that do not affect the general organization and flow of the paper</p>	<p>There are so many errors in basic language standards and structures that the paper is disorganized and hard to understand</p>	<p>Paper is too short , incomplete, does not meet basic standards of language or was not submitted</p>			
<u>Information Literacy</u>	<p>Information is current</p> <p>Evidence of thorough research</p> <p>Evidence of sorting and selecting correct material</p> <p>Evidence of author's credibility and validity</p> <p>Conclusion is drawn from fair unbiased research perspective</p>	<p>Some information may not be current</p> <p>Evidence of some research</p> <p>Material chosen may not be the best or correct</p> <p>Author's credibility and validity is probable</p> <p>Conclusion may show some bias</p>	<p>Information old and inaccurate</p> <p>Little evidence of proper research</p> <p>Poorly chosen information</p> <p>Author's credibility is questionable</p> <p>Conclusion is not valid</p>	<p>Invalid information or no paper submitted</p>			

## THE PRODUCT

The product will be a physical extension of your research paper, which will allow you to use your creativity and personal interests to learn more about the passion/career you have researched for your paper. For this reason, the product will take on many different forms. It will be important for you to consider the product you would like to create while you are determining the topic for your research paper.

Remember that the Graduation Project should be a stretch and stimulate intellectual growth. This is true for the product you will be developing. When considering the product, think about the resources that you currently have available to you, the resources that are available to your mentor, and contacts you make in the community to assist with your product. Below are examples of possible products. Do not use this list to stifle your creativity, but rather to open your mind to the possibilities awaiting you!

- Conduct a beach cleanup including public service announcements and sponsors
- Organize a program to teach kids at a day care center about personal hygiene
- Design a safety course for outdoorsman (hunting, hiking, boating, etc.)
- Build a life like replica of the human heart based on a functioning transplant model
- Create a program to teach others about endangered species
- Build a database of services offered for a particular community
- Conduct a fundraiser for a local charity
- Rebuild an engine or restore an antique automobile
- Organize and plan a support group for children with a difficult disease or malady
- Create, plan, and organize a program for others to learn a new skill
- Design, plan and build a greenhouse
- Write a script and produce a documentary
- Build a community garden for a local business
- Build an information management system
- Organize a tutoring program at your church
- Plan and organize a cleanup project
- Join a non-profit organization and take on a leadership role

### *The Product Approval Form*

Parents must sign product approval forms prior to review by the Review Committee. Their signature will be an indication of parental knowledge and support of the research issue and product. The approved plans will be kept in the portfolio.

### *The Mentor/Product Log*

The Mentor/Product Log will be used to document the time you spend working on your Product. You will be required to spend a minimum of between 15-20 hours on your Product. All the time you spend working on your Product should be documented on the Mentor/Product Log, along with the five required meetings spent working with the mentor. The mentor verifies with signature the actual time he/she works with you. The time will be periodically verified by your faculty Advisor. The “description of effort” is a brief description of what you did during the work session. The “next step” column will specifically list the next activity to be done toward completing your product and will aid in your planning. You will find the “next step” column especially helpful when you have lapses of time between your work sessions. The Mentor/Product Log requires both the student and mentor signature.

## *Product Approval Form*

Student Name \_\_\_\_\_

1. Briefly describe your research and what you want your judges to know when you are finished.

2. Essential question to be answered as a result of your research findings:

3. Describe any previous knowledge/experience with this topic:

4. Product Proposal:

a. Brief Description:

b. Explanation of how this product relates to and is a manifestation of the research:

*Signatures below indicate Product Approval as described above.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

## ***FVHS Mentor Agreement Form***

**MENTOR REQUIREMENTS:** You will choose a mentor from the school or community to assist you in the completion of your Graduation Project. If necessary, your Advisor can guide you through this process. The mentor will assist you with finding research documents to support and answer your essential question. In addition, your mentor will help you create a product that is a concrete example of the results of your research.

**Your mentor must meet the following qualifications:**

- The mentor must be at least 21 years of age
- The mentor may not be a family member

**EXCEPTION TO AGE/FAMILY MEMBER:** Exception to either of these requirements may be made with special approval from the Graduation Project Committee. This request must be submitted in writing and must include a rationale.

- The mentor must have documented knowledge and expertise in your area of interest. This may include a college degree, business ownership, employment in the area, or hands-on training.
- The mentor must agree to consult with you a minimum of *five times* during the course of your research. This may include a face-to-face meeting, a phone or electronic interview, job shadowing, and/or site visitation. All time spent working with your mentor must be recorded on the Mentor/Product Log.

### **MENTOR VERIFICATION**

Student Name \_\_\_\_\_

Essential Question \_\_\_\_\_

\_\_\_\_\_

Mentor's Contact Information (*Must be provided and correct for approval*)

Mentor's Full Name \_\_\_\_\_

Mentor Phone Number(s) \_\_\_\_\_

Mentor's Email Address \_\_\_\_\_

Description of Mentor's expertise \_\_\_\_\_

\_\_\_\_\_

*Signatures below indicate Mentor Approval as described above.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal (or Designee) Signature \_\_\_\_\_ Date \_\_\_\_\_

## MENTOR/PRODUCT LOG

Student \_\_\_\_\_  
 Mentor \_\_\_\_\_  
 Goal/Objective \_\_\_\_\_  
 \_\_\_\_\_

Work Dates	Time Spent	Description of Effort: gathering materials, phoning contracts, writing proposals...	Next Step(s)	Verification (initials or copy of electronic correspondence) Mentor/Student

**Total time spent developing Product=** \_\_\_\_\_

**Mentor Signature:** I verify that the above student has met with me five times and has spent a minimum of 15 hours completing the Product for the Graduation Product.

Mentor Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

### Fuquay-Varina High School Graduation Project Product Rubric

	<b>Exemplary E</b>	<b>Satisfactory S</b>	<b>Resubmission Necessary</b>	<b>Not submitted</b>	<b>E</b>	<b>S</b>	<b>RN</b>
<u>Time</u>	<p>Exceeds recommended 15 hours invested outside of class in completing product</p> <p>Evidence of effective time management</p>	<p>Meets recommended 15 hour invested outside of class to complete product.</p> <p>Evidence of sufficient time management</p>	<p>Does not meet number of recommended hours</p> <p>Demonstrates poor time management</p>	Failure to develop product			
<u>Application and Depth of Knowledge Acquired in Creating Product</u>	<p>Represents a significant learning stretch</p> <p>Demonstrates a logical and relevant link to the research topic with critical analysis.</p> <p>Demonstrates significant evidence of creative thinking , decision making, reasoning and/or problem-solving in the creation of the product</p>	<p>Represents a sufficient learning stretch</p> <p>Demonstrates an adequate and relevant link to the research topic with reasonable evaluation.</p> <p>Demonstrates sufficient evidence of creative thinking, decision making, reasoning and/or problem- solving in the creation of the product.</p>	<p>Shows limited or no learning stretch</p> <p>Demonstrates minimal or no link to the research topic</p> <p>Demonstrates little or no evidence of creative thinking, reasoning or decision in creation of product.</p>	Failure to develop product			
<u>Quality of Product and effort</u>	<p>The product is a professional example with exceptional attention to detail</p> <p>The product shows exceptional effort and personal growth with excellent results.</p>	<p>Product is neat in appearance with sufficient attention to detail</p> <p>The product shows sufficient effort with adequate results and attention to detail.</p>	<p>The product seems incomplete and lacks sufficient detail.</p> <p>The product shows limited effort and ineffective results.</p>	Failure to develop product			

# The FVHS Graduation Project Portfolio

*Explaining How you earned your Bengal Stripes!*

Your portfolio is the opportunity to showcase the journey from picking your topic to completing your project. A common saying is “You never get a second chance to make a first impression” so we are providing guidelines and suggestions for assembling your portfolio.

Please use a one or one and a half inch black binder with a plastic cover so you can insert your own title page. These are available at places such as Staples and Wal-mart. We want to see consistency among the portfolios. Your portfolio will not be judged by its cover, but by its contents; however, it is important that it have a professional appearance. Page protectors are certainly acceptable.

Your advisor and the other faculty members are willing to review your portfolio as you put it together. Please proofread all items to maintain a professional quality. This is your opportunity to shine in front of the judges. Your teachers want to see you do well.

## **Your portfolio should have:**

1. A business cover letter to Mr. McFarland that details your topic, your plan of work, and your expected product
2. A description of how and why you picked your topic as well as what you hope to learn
3. All paperwork and permission forms about your mentor
4. Log of contact hours with your mentor. Your mentor needs to verify your log. This should be a minimum of 15 hours
5. Log of any service learning hours
6. A corrected copy of your research paper, which you wrote during your junior year
7. Photos of your product if it is too big to bring to your presentation (If this is the case, you need to notify Mrs. James, the Graduation Project coordinator, so the two of you can plan how the judges can view your project.)
8. A thank you letter to your mentor, advisor, and other adults who have been supportive of you and your project, with stamped, addressed envelopes
9. Include a “Works Cited” page for any additional research, interviews, or expert advice received while making your product
10. Your freshman, sophomore, and junior year components from your folder which is kept by your advisor (Attach a summary of the evidence you have collected.)

## REFLECTIVE LETTER TO THE JUDGES

*The first page following the table of contents in your portfolio will be a reflective letter to the judges. This letter will serve as your first contact with the judges who will be evaluating your Graduation Project presentation. Use this letter to make the best first impression you can.*

*Use the following format in preparing this letter: Start with a 2-2 ½ inch top margin.*

Your street address  
Your city, state, and zip code  
Date  
(3 blank Lines)

Graduation Project Judges  
Fuquay-Varina High School  
201 Bengal Boulevard  
Fuquay-Varina, NC 27526  
(double space)

Dear Judges:  
(double space)

*Discuss in the first paragraph what you learned while completing this project.*

*Use the second paragraph to tell judges more about yourself and your school life.*

*In the third paragraph, explain to the judges why you chose the topic you did.*

*In the fourth paragraph, discuss the easiest and most difficult areas of the project, and the ways you predict this experience will benefit you later in life.*

*In the last paragraph, thank them for their time.*  
(double space)

Sincerely,  
(Four blank lines to allow for your signature)

Your name (Typed)

**Fuquay-Varina High School Graduation Project Portfolio Rubric**

	<b>Exemplary E</b>	<b>Satisfactory S</b>	<b>Resubmission Necessary</b>	<b>Not submitted</b>	<b>E</b>	<b>S</b>	<b>RN</b>
<u>Format/appearance</u> -Title page -Table of contents -Cover letter -Topic description (Completeness)	Adheres to all guidelines for portfolio appearance.	Adheres to most guidelines for portfolio appearance.	Does not adhere to guidelines for portfolio appearance.	Failure to develop product			
<u>Organization</u> -Page numbers Follow table of contents	Exhibits exceptional organizational skills in compilation of portfolio.	Exhibits sufficient organizational skills in compilation of portfolio.	Exhibits no organizational skills in compilation of portfolios.	Failure to develop product			
<u>Completeness</u> -All required elements -Mentor agreement -Mentor/ product log -Mentor 'Thank You'	Demonstrates exceptional depth in academic and/or personal growth	Meets most requirements for portfolio contents.	Does not meet requirements for portfolio contents.	Failure to develop product			
<u>Student Growth</u> -Research paper -Product Evidence	Demonstrates exceptional depth in academic and/or personal growth.	Demonstrates sufficient depth in academic and/or personal growth.	Does not demonstrate depth in academic and/or personal growth.	Failed to submit portfolio			
<u>Student Reflection</u> -Reflective letter to judges	Reveals exceptional insight into how the student anticipated changes and dealt with contingencies.	Reveals sufficient insight into how the student anticipated changes and dealt with contingencies.	Reveals no insight into how the student anticipated changes and dealt with contingencies.	Failed to submit portfolio			

## THE PRESENTATION REQUIREMENTS

At a designated time during their senior year, seniors will present the culmination of their work to a panel of judges. The student will speak about the research paper, the product application, the lessons learned, and the problems encountered while doing the project. When the seven- to ten-minute formal speech is over, the student must be prepared to answer questions about the different phases of the project from the panel of judges. In essence, the presentation is an oral self-evaluation that enables the student to reflect on what he/she has accomplished.

The members of the panel will review the portfolio prior to the presentation to obtain an understanding of what has been accomplished. The portfolio will contain the research paper, verification of the project, and additional materials that will support the presentation.

### *Elements comprising the Presentation are:*

- The student will give the presentation during the semester enrolled in English IV. The student will present orally, using appropriate resources for support.
- **The student will speak for seven-ten minutes.**
- **The student must have a visual representation of the product.**
- The student may also use other audio/visual aids in addition to his/her portfolio and visual representation of the product.
- Appropriate dress is required. Keep the school dress code in mind. No jeans, shorts, mini skirts, bare midriffs, tennis shoes, flip flops, facial or belly piercings, or excessive jewelry should be worn. **You will not be allowed to present if dressed inappropriately.**
- The student should be prepared for a question/answer session with the judges.

The student will practice his/her speech using **all relevant materials** in front of the class before presenting to the judges. You will not present if you have not practiced at least once in front of your English IV class.

# OUTLINE FOR THE PRESENTATION

**The presentation outline is designed to give you a complete sequence of ideas, arranged in the order in which they are to be presented in the speech.**

Your presentation should consist of three distinct parts:

- Introduction
- Body
- Conclusion

## **INTRODUCTION**

**You may begin your speech with any of the following points:**

Background or historical material  
Special point of view and purpose  
Preliminary definitions

In other words, get the attention of the audience; state your central ideas or purpose; briefly identify your main points; and make your audience interested in what you have to say. **Why is this of interest to them?**  
**“Hook” your audience!**

Once you have hooked your audience:

- What is your name? (first and last)
- What topic did you research?
- Why did you choose that topic?

## **BODY**

As you progress from the introduction to the body of your speech, keep the audience’s attention by using one or more of the following:

- An interesting quotation
- An amazing fact or startling statement
- An illustration or colorful visual aid
- A series of questions
- A strong statement showing the relevance of your topic by demonstrating how it relates to important political, social, or scientific issues

The body of your speech contains the main message, including the primary arguments and supporting evidence. The evidence that supports your argument should outline such materials in detail. Details usually consist of descriptive settings, images, figures of speech, examples and illustrations, comparisons and contrasts, and references to charts, diagrams, models, quotations, etc.

**The way you organize information is very important because the audience must understand it after hearing it only once.**

**Be sure to include the following elements in the body of your presentation:**

- Description of the product (This is an appropriate time to display your product or visual representation of your product.)
- Relationship between your research topic and product
- Discussion of steps taken to develop your product
- Interesting things you found out about your topic during the research for your paper and your product

## **CONCLUSION**

The conclusion reminds the judges what they have heard. **A good conclusion will consist of the following:**

- Again, why did you choose this topic?
- How does your product relate to your research?
- Reflection on the overall process (Examples: What did you learn? Did you encounter problems? How did you deal with challenges?, etc.)

Good speakers understand that preparing the script for delivery, revising it as necessary, and rehearsing repeatedly are necessary steps in the speaking process. It is the path the speaker pursues from beginning to end. Accordingly, you should use it in rehearsal.

**Think about your purpose, topic, and audience during your presentation.**

## TIPS FOR REHEARSAL AND DELIVERY

1. **PRACTICE, PRACTICE, PRACTICE!** Do not try to memorize items. Through practice and repetition, become thoroughly familiar with your ideas. Rehearse in front of your family and friends. If you can present your speech in front of them, you can present to anyone.
2. **TIME YOURSELF.** While practicing, make sure to time yourself, and stay within the seven to ten minute guideline.
3. **Get a good night's sleep the night before.**
4. **Get “set” before speaking.** Face your audience and look at them for a few seconds until you have their attention. Breathe calmly, address your audience, and begin your presentation.
5. **Begin your presentation with a salutation such as “Good Afternoon” or “Ladies and Gentlemen.”** A salutation is not only good manners, but it also makes you focus on your listeners and vice versa.
6. **Be confident.** Let your body language demonstrate your assurance.
7. **Maintain eye contact with the audience.** Make consistent eye contact with **ALL** of the judges. Always face your audience.
8. **Slow down!** Most people tend to speak more quickly in front of an audience. Practice a steady pace.
9. **Verbal elements during presentation.** Use appropriate volume, pitch, pace, and tone. Enunciate. (Do not use “slang” or “teen speak.”)
10. **Physical appearance.** Dress appropriately. Maintain good posture. Use hand gestures sparingly to emphasize points you make. Keep your hands out of your pockets.
11. **Do not read directly from note cards, PowerPoint slides, papers, etc.**
12. **Use visual aids appropriately.** Do not overuse graphics and fancy animation. Make sure fonts are readable from a distance.
13. **Allow time for audience reflection.** Pause at the end of your presentation, and allow the audience to think of reflective questions to ask you. Be prepared to answer. Try to anticipate the types of questions the judges may ask you.

## Fuquay-Varina High School Graduation Project Oral Presentation Rubric

Student \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Evaluator \_\_\_\_\_

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Resubmission Necessary</b>	<b>Not Submitted</b>	<b>E</b>	<b>S</b>	<b>RN</b>
<u>Time</u>	Meets 7-10 minute time requirement	Did not meet or exceeded 7-10 minute time requirement	N/A	N/A			
<u>Content</u>	<p>Interesting introduction with stated purpose</p> <p>Effectively discussed topic and issues covered in research paper</p> <p>Effectively discussed steps in completing product</p> <p>Speech was clearly organized and easy to follow</p>	<p>Included introduction with stated purpose</p> <p>Sufficiently discussed topic and issues covered in research paper</p> <p>Sufficiently discussed steps in completing product</p> <p>Speech was adequately organized</p>	Obvious lack of preparation and as a result, difficulty with presentation	Failure to present			
<u>Verbal Elements</u>	<p>Excellent clarity of speech (pronunciation, volume, tone, pitch)</p> <p>Effectively used language/ proper grammar</p> <p>Balanced pace throughout speech</p>	<p>Sufficient clarity of speech (pronunciation, volume, tone, pitch)</p> <p>Adequately used language/ proper grammar</p> <p>Fairly balanced pace throughout speech</p>	Obvious lack of preparation and as a result, difficulty with presentation	Failure to present			
<u>Non-Verbal Elements</u>	<p>Appropriately dressed</p> <p>Effectively used non-verbal elements (posture, gestures and eye contact)</p> <p>Effectively used visual aid to supplement presentation</p>	<p>Inappropriately dressed</p> <p>Adequately used non-verbal elements (posture, gestures and eye contact)</p> <p>Sufficiently used visual aid during presentation</p>	Obvious lack of preparation and as a result, difficulty with presentation	Failure to present			

**Fuquay-Varina High School  
Graduation Project  
Final Checklist**

**Student Name:** \_\_\_\_\_

**Student NCWise Number:** \_\_\_\_\_

**Proposed Graduation Year:** \_\_\_\_\_

**Topic for Presentation:**  
\_\_\_\_\_

Verification of completion of the **ENTIRE** Graduation Project:

<b>Completion Date</b>	<b>Score</b>	<b>Component</b>
		Research Paper
		Product
		Presentation
		Portfolio

**Advisory Teacher:** Verify student's completion of the Graduation Project

- Graduation Project:     **Completed**  
                                    **Not Completed**

\_\_\_\_\_ Advisory Teacher Signature

\_\_\_\_\_ Date

**Principal/Designee:** Verify student's completion of the Graduation Project

- Graduation Project:     **Completed**  
                                    **Not Completed**

\_\_\_\_\_ Principal/Designee Signature

\_\_\_\_\_ Date