Upper Merion Area High School
Senior Graduation Project
2018-2019
Advisors: Ms. Rachel Darnell, Ms. Joan Durland, Ms. Kim Oren, Ms. Jennifer Rieger, and Ms. Daryl Schumacher
Senior Graduation Project

Upper Merion Area School District Graduation Project Requirement
Upper Merion Area School District requires that all 12th grader students complete a culminating project aligned with academic standards. The purpose of the culminating project is to assure that students are able to apply, synthesize and evaluate information and communicate significant knowledge and understanding.

Essential Question:
How can you understand, impact, inspire, or change our school, community, or world by using your strengths, interests, and passions?

Enduring Understanding:
Students can communicate significant knowledge and understanding for any project through careful selection of topic and sources, and by meeting individual milestones while benefiting others.

Goals of the Senior Graduation Project
- Provide students with choices so he or she can demonstrate strengths
- Create a valid, equitable, and reliable learning experience for all students
- Create an opportunity for students to self-direct and reflect on their work
- Encourage students to explore a topic of personal interest to promote lifelong learning skills

Objectives
- Students will demonstrate the ability to effectively incorporate technology.
- Students will demonstrate the ability to plan.
- Students will demonstrate effective writing skills.
- Students will analyze topic specific research.
- Students will evaluate appropriateness of sources.
- Students will demonstrate the ability to effectively communicate orally.
- Students will understand, impact, inspire, or change our school, community or world.
**Advisors**
The advisor for the senior graduation project will be the student’s twelfth grade English teacher. The role of the advisor during the twelfth grade year is to meet with the student to:

- discuss project proposal.
- facilitate the research element.
- assist the student in completing the annotated bibliography.
- collect and discuss annotations and progress updates.
- collect and review presentation slides.
- review all portions of project and discuss final presentations.

**Mentor**
All students must have a mentor who either has specific experience with the approved topic or oversees the time and effort a student contributes to the project. *(This may not be a family member)*. A mentor will:

- give the necessary guidance to the student
- meet periodically with the student to assess progress and provide feedback
- facilitate meetings with professionals in the appropriate field (if applicable)
- sign building permit forms, collect money for fundraisers, and chaperone individual student-sponsored SGP events (if student is using district facilities after school hours).

It is recommended that students choose a mentor in the community to foster a sense of networking and broaden new learning opportunities.

**Any student requiring the after hours use of district facilities is required to have a mentor sign the “Use of District Facilities” form. (See Appendix B.)**
## Milestones and Grading for the Senior Graduation Project

Recognizing each individual teacher has his or her own method of grading students, below is a grade equivalency as well as due dates for all milestones for the Senior Graduation Project.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Date</th>
<th>Grading</th>
<th>Research</th>
<th>Service</th>
<th>Career Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>n/a</strong></td>
<td>SGP Introduction</td>
<td>SGP Introduction</td>
<td>SGP Introduction</td>
</tr>
<tr>
<td>Milestone 1</td>
<td>November 1st</td>
<td>Grading* 50 points</td>
<td>Proposal</td>
<td>Proposal</td>
<td>Proposal</td>
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<tr>
<td>Milestone 2</td>
<td>December 20th</td>
<td>Common Core Rubric 140 points</td>
<td>Annotated Bibliography</td>
<td>Annotated Bibliography</td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td>Milestone 3</td>
<td>January 14th - 25th</td>
<td>Pass/Fail** 30 points</td>
<td>SGP Progress Presentation</td>
<td>SGP Progress Presentation</td>
<td>SGP Progress Presentation</td>
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<tr>
<td>Milestone 4</td>
<td>March 14th</td>
<td>Common Core Rubric 100 points</td>
<td>Google Slides Submission 1</td>
<td>Google Slides Submission 1</td>
<td>Google Slides Submission 1</td>
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<tr>
<td>Milestone 5</td>
<td>Day before presentation</td>
<td>Included in Final Presentation Grade</td>
<td>Final Slides Complete</td>
<td>Final Slides Completed</td>
<td>Final Slides Completed</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>Date as assigned</td>
<td>Common Core Rubric ½ of 4th marking period grade and ½ of final exam grade</td>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
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</tbody>
</table>

*Project Proposal will be graded either as Approved (A), Approved with Modifications Required (B), or Fail (F). Students who fail must redo within one week with the chance of receiving a 75% instead of a zero.

**Project Update will be graded on a Pass/Fail scale. A pass will mean a student has made satisfactory progress with irrefutable evidence, and will be given full points. Any student who fails will have one week to attempt to make the required progress, find irrefutable evidence, and submit with the chance of receiving a 75% instead of a zero.

Note: Late assignments may not receive higher than a 75%.

If any student is absent due to illness, the assignment must be e-mailed to the instructor by the student’s class period.
Senior Graduation Project Content

Students may select from three options for their project as detailed below.

Option One: Research

Students will select and then explore an essential question about the world. They will attempt to answer this question through thorough research. The research should be extensive, in-depth, non-biased, and derived from experts on the topic. As students research, they should take notes keeping track of the bibliographic details of all sources, what is paraphrased or directly quoted, and finally analyzing, focusing, synthesizing and conveying the most important and convincing information in the final presentation. In addition, students MUST complete an active research component such as a scientific experiment, case studies, or models to create original content.

Specific Components for Research option:

- **Annotated Bibliography**: A minimum of 7 sources (two must be books)
- **Research**:
  - Must include 30 hours of research (including active research of at least 6 hours)
  - Sign-off form for research and contact information (see Appendix A)
- **Presentation**:
  - 20 minutes sharing student synthesis and analysis of findings, including at least 4 minutes describing active research component.
  - A minimum of 15 Works Cited of which two must be books.
  - A minimum of 10 Works Referenced

Option Two: Service

Students must find a way to create a positive change in their school, community or world by giving of their time. They must show irrefutable evidence of extensive time, effort, and professionalism. To show evidence, students must have documented proof of the service performed and the process involved including photos, video, written journals, and signatures of any adult overseeing the service.

Specific Components for Service option:

- **Annotated Bibliography**: A minimum of 7 sources; research can be on information to help implement the service and/or understand the need for such service in our community/world.
- **Service**: Service must be through a community organization or a school organization or department.
  - A minimum of 30 hours of service
  - Sign-off form for service and contact information (see Appendix A)
  - Students who choose to incorporate a fundraising component MUST have event, mentor, and facility use approved by Project Proposal due date (see Appendix B and C as applicable). Copies of the approved facility forms MUST be turned in with the Project Proposal.
- **Presentation**:
  - 20 minutes sharing synthesis and analysis of experience including global understanding and research, as applicable.
  - Must include at least 4 sources for research (which could come from the annotated bibliography) to add depth to analysis.
  - Irrefutable evidence of hours required (video, pictures, etc.).
**Option Three: Career Study**

Students must find a way to expand their knowledge and understanding of a particular career by interning or job shadowing at an organization/business. They must show irrefutable evidence of extensive time, effort, and professionalism. To show evidence, students must have documented proof of the service performed and the process involved including photos, video, written journals, and signatures of any adult overseeing the career study.

**Specific Components of Career Study option:**
- **Annotated Bibliography:** A minimum of 7 sources on career/job
- **Career/job study:**
  - Minimum 30 hours internship and/or job shadow through a teacher-approved organization/business
  - Sign-off form for internship/job shadow and contact information (see Appendix A)
- **Presentation:**
  - 20 minutes sharing synthesis and analysis of experience including global understanding and research as applicable.
  - Must include at least 4 sources for research (which could come from the annotated bibliography) to add depth to analysis.
  - Irrefutable evidence of hours required (video, interviews, pictures, etc).

**Option Four: Hybrid**

All components of a hybrid project must be discussed with- and agreed by- the instructor before the proposal is submitted. Proposal must outline all the agreed upon details.

**Very Important:**

The Senior Graduation Project cannot be a project you would normally complete in your regular coursework or current job. For example, students may not:

- submit work from another class or an independent study
- submit work from service learning class
- submit work from tech school
- fulfill service/internship hours with a current job
- accept payment for their work

The purpose of this experience is to broaden students’ experience and knowledge-- not recycle something they have already done. This kind of “double-dipping” is a form of plagiarism and will result in the same consequences, which could include failing the Senior Graduation Project and not graduating.

**Note on holding events:** If you hold an event here or elsewhere, your mentor or chaperone MUST attend.
General Components of the Senior Graduation Project (all four options)

Graduation Project Proposal

Students will describe their proposed option by answering the questions posed on the Project Proposal handout. Students will detail why they selected their topic, personal relevance, steps necessary to complete the project, and the form of the final project.

Annotated Bibliography

The Annotated Bibliography will include full source information and a brief summary of the source's main points or arguments, typically five to seven sentences in length. Students will locate at least seven sources relevant to their topic. For students choosing the Research Option, at least two of the sources must be books. Students are required to use MLA format. Students will be graded according to the attached rubric.

SGP Progress Presentation

Students will prepare a 5-minute presentation outlining the progress they have made on their research, service, or career study. Student must include clear evidence of their progress, including copies of sign-in forms, pictures, video, summary of research findings, research notes, etc.

Google Slides Submission

The Google slides will convey exactly what information will be covered during the slideshow portion of the presentation. Research slides must include paraphrasing, direct quotes, active research (as applicable), and parenthetical citations (MLA format). Slides MUST contain clear evidence of hours completed. The best slides will include strong visuals and embedded videos that reinforce and extend the content. Slides must be shared with the instructor upon creation.

Presentation

The presentation itself must be 20 minutes in length. Students will be graded according to the attached rubric. The presentation must incorporate visuals and technology. PLEASE NOTE: A QUESTION AND ANSWER PERIOD DOES NOT COUNT FOR TIME.
SGP Project Proposal

Approved
Approved with Modifications
Fail: Redo required by ________

Please complete and answer the following questions in detail (a paragraph per question) in a word-processed document.

1. Describe which of the three options you have selected and why. How does this particular topic reflect your abilities and interests?

2. What essential question will you attempt to answer through your research, service or career study?

3. Why is answering this question important to you and to others?

4. If you selected Option One, describe what you plan on researching and how you might complete active research. Include major subtopics of research. If you selected Option Two, describe how will you help others in our school and community. If you selected Option Three, describe the internship or job shadowing you plan to complete.

5. How will you fulfill the 30-hour requirement? What are the steps you will need to take to successfully complete your project? Be detailed.

6. What do you hope to learn from this project? How will this benefit others and/or lead to future personal success?

7. What resources will you use to complete your project? (Be as specific as possible—do you have any connections in the field, do you know of a good website/book, etc.). Show evidence that you have begun to delve into your topic.

8. Name and contact information of service organization/club/business (for Option Two and Three):

9. Who is your mentor? Provide the name, contact information, relationship to student, and why he/she was selected:

Note: Service and career study placements MUST be secured with evidence provided. Please attach all relevant documents including applicable appendix documents and any communication between you and your mentor.
SGP Annotated Bibliography

An annotated bibliography is a list of citations to books, articles, and websites. Each MLA research citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are descriptive and critical; they expose the author's point of view, clarity, and appropriateness of expression and authority. When creating annotations, you will be required to use your evaluative skills to find appropriate materials as well as critical analysis skills to evaluate the materials.

Step One: Locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. After perusing the materials, select works that provide a variety of perspectives on your topic.

Step Two: Cite the book, article, or document using the MLA style format.

Step Three: Write a concise annotation (5-7 sentences) that addresses the following:
1. Evaluate the authority or background of the author(s). Why are they experts? How do you know that this is a reliable and unbiased source?
2. Summarize the central theme and scope of the book or article.
3. Explain how this particular source will provide something that your other sources do not. (Essentially, avoid redundancy!)
4. Explain how this information will help you with your project.

Sample Annotated Bibliographic Entry for a journal article:

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review* 51 (2009): 541-554. The authors, researchers at the Rand Corporation and Brown University use data from the National Longitudinal Surveys of Young Women and Young Men to test hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily. In relationship to my job shadowing experience, this will be beneficial when exploring gender roles and probing how a psychologist may examine the family dynamics of patients.

Requirements:

- Annotations must be five to seven sentences in length.
- For students choosing the Research Option, at least two sources must be books.
- MLA format.
Inconsistently Proficient

- Annotations have a formal writing style, but do not demonstrate a uniform command of grammar, usage, and punctuation.
- Annotations demonstrate some concern for the topic, but are inconsistent in connecting the examples and/or facts.
- Annotations explain the relationship between the sections of the text. They connect words, phrases, and clauses to link the major sections of text. The annotations skillfully use transitions to create a unified whole.
- Annotations provide minimal ideas, concepts, and information that is not always interesting or engaging.
- Annotations focus on the topic and the examples and/or facts.
- The annotations provide relevant, and intriguing details, facts, and examples to summarize the text. They lack a conclusion and do not effectively summarize the text.

Proficient

- Annotations demonstrate very few, if any, errors, and MLA format. (13)
- Annotations demonstrate some concern for the topic, and the examples and/or facts.
- Annotations explain the relationship between the sections of the text. They connect words, phrases, and clauses to link the major sections of text. The annotations consistent use transitions to create a unified whole.
- Annotations provide relevant, and intriguing details, facts, and examples to summarize the text. They provide convincing details of author’s authority.
- Annotations anticipate concerns about the topic, and the examples and/or facts.
- The annotations consistently address the significance of the source to the topic.

Exceptional

- Annotations have a unified purpose, topic, and examples/quotations, and examples to summarize the text. They summarize the text.
- Annotations provide minimal ideas, concepts, and information that is not always interesting or engaging.
- Annotations focus on the topic and the examples and/or facts.
- The annotations provide relevant, and intriguing details, facts, and examples to summarize the text. They provide convincing details of author’s authority.
- Annotations anticipate concerns about the topic, and the examples and/or facts.
- The annotations consistently address the significance of the source to the topic.
Google Slides

Google Slides Submission 1

On this day, each student will ensure that his or her Google Slides contain:

- At least ten minutes of content-rich slides
- MLA parenthetical documentation in notes section of slides as required
- A “notes section” below each slide illustrating the research, service, or career study content
- Presentation time estimates for each slides
- Works Cited

Final Presentation Google Slides

The final slides must be completed one day before the assigned presentation day. These are the slides that will be graded as part of the presentations. Any revisions on the day of the presentation will not be reviewed for the final grade.
The slides clearly fulfilled all requirements as outlined in the Senior Graduation Project Booklet. The slides demonstrate a strong command of English conventions, writing style, and objective tone. The slides utilize effective language, vocabulary, and incorporate multimedia that aid comprehension. The slides illustrate little concern with a formal writing style and objective tone. The slides have a formal writing style and objective tone. The slides illustrate an inconsistent awareness of the topic. The slides lack transitional slides, pictures, words, phrases, and/or clauses to link the major sections of the slides. The slides have a formal writing style and objective tone. The slides utilize effective formatting, graphics, and multimedia that aid comprehension. The slides skillfully use transitional slides, pictures, words, phrases, and/or clauses to link the major sections of the slides. The slides include appropriate evidence, and explain the thesis. The slides present facts, analysis, and evidence that attempt to connect the major sections of the slides. The slides lack evidence of effective transitions and clarity in the relationship between the slides. The slides illustrate vague transitions and narratives that are lacking and/or impede comprehension. The slides have imprecise language, vocabulary, and incorporate irrelevant, and/or unconvincing evidence. The slides lack sufficient evidence that thoroughly develop the thesis. The slides lack evidence of effective transitions and clarity in the relationship between the slides. The slides have imprecise language, vocabulary, and incorporate irrelevant, and/or unconvincing evidence. The slides lack sufficient evidence that thoroughly develop the thesis. The slides lack evidence of effective transitions and clarity in the relationship between the slides. The audience’s knowledge level about the topic and concerns about the complexity of the topic. The slides address the relationship between the thesis and the content development. The slides are inconsistent in their development of the thesis, relationships between the thesis and the content development. The slides illustrate vague transitions and narratives that are lacking and/or impede comprehension. The slides have imprecise language, vocabulary, and incorporate irrelevant, and/or unconvincing evidence. The slides lack sufficient evidence that thoroughly develop the thesis. The slides lack evidence of effective transitions and clarity in the relationship between the slides. The slides have imprecise language, vocabulary, and incorporate irrelevant, and/or unconvincing evidence. The slides lack sufficient evidence that thoroughly develop the thesis. The slides lack evidence of effective transitions and clarity in the relationship between the slides. The audience’s knowledge level about the topic and concerns about the complexity of the topic. The slides address the relationship between the thesis and the content development. The slides are inconsistent in their development of the thesis, relationships between the thesis and the content development. The slides illustrate vague transitions and narratives that are lacking and/or impede comprehension. The slides have imprecise language, vocabulary, and incorporate irrelevant, and/or unconvincing evidence. The slides lack sufficient evidence that thoroughly develop the thesis. The slides lack evidence of effective transitions and clarity in the relationship between the slides. The slides have imprecise language, vocabulary, and incorporate irrelevant, and/or unconvincing evidence. The slides lack sufficient evidence that thoroughly develop the thesis. The slides lack evidence of effective transitions and clarity in the relationship between the slides.
Senior Graduation Project Presentations

Each senior will be given twenty minutes of a class period to instruct the class on the important aspects of his or her project. Keeping in mind that this is a graduation requirement, seniors need to recognize the serious nature of the presentations for the entire class. Please keep in mind the following requirements and tips when presenting:

1. Presentations must be 20 minutes to receive full credit. (This does not include set-up time.) If a presentation falls between 15-17 minutes, the grade will automatically drop by one letter. Any presentation that is under 15 minutes will receive an automatic failure and the student will have to present to a panel of teachers and administrators. Students must present to the class to be considered for the panel consideration.

2. Professional attire is required. A good rule of thumb is to dress as you would for a professional interview. (Men will wear a shirt and tie, women either professional skirts or pants suits.) Please note that if a student is in violation of the school dress code, that student will not be permitted to present.

3. Presentations may not exceed allotted time. Students will be evaluated on the quality of material presented in 20 minutes. Pay attention to timing!

4. Presentations do not count for time. Students must present in a panel of teachers and administrators. Students must present in the class to be considered for the panel. Pay attention to the panel question and answer session does not count for time.

5. Presentations must be 20 minutes to receive full credit. (This does not include set-up time.)

6. Professional attire is required. Please note that if a student is in violation of the school dress code, that student will not be permitted to present.

7. Professional attitude is required. A good rule of thumb is to dress as you would for a professional interview. (Men will wear a shirt and tie, women either professional skirts or pants suits.)

8. Pay attention to your body language. Use eye contact to engage your audience.

9. Revise your presentation after receiving feedback from your peers.

Please review the Presentation Common Core Rubric and Checklist before you present to the class.
The project clearly fulfilled all requirements as outlined in the Senior Graduation Project Booklet including completing the clear pronunciation.

- Variation, and pronunciation detract from the adequate volume, strategic voice variation, and clear body language while eye contact, volume, voice.

The speaker demonstrates a professional manner, formal speech, and effective body language while using engaging eye contact, precise language, and MLA format. (10)

The presentation illustrates little concern with a formal writing style or objective tone. The presentation utilizes transitional slides, incorporates the major sections of the presentation to explain the thesis to the content that aid comprehension. The presentation skillfully uses transitional slides, pictures, words, phrases, and/or transitional slides, contains limited facts, irrelevant, and/or unconvincing. The presentation provides facts, concrete details that thoroughly develop and explain the thesis. The presentation includes appropriate and convincing quotations, and includes effective formatting, graphics, and multimedia that enhance the presentation. The presentation utilizes effective formatting, graphics, and multimedia that enhance the presentation. The presentation explains its relationship between ideas and facts, and connects the is not always unified. The presentation provides an engaging introduction, ending, and analysis, that supports the thesis. The presentation provides a conclusion that supports the thesis.

Language and Style:

The presentation utilizes effective formatting, graphics, and multimedia that enhance the presentation. The presentation explains its relationship between ideas and facts, and connects the is not always unified. The presentation provides an engaging introduction, ending, and analysis, that supports the thesis. The presentation provides a conclusion that supports the thesis. The presentation provides facts, concrete details that thoroughly develop and explain the thesis. The presentation includes appropriate and convincing quotations, and includes effective formatting, graphics, and multimedia that enhance the presentation. The presentation utilizes effective formatting, graphics, and multimedia that enhance the presentation. The presentation explains its relationship between ideas and facts, and connects the is not always unified. The presentation provides an engaging introduction, ending, and analysis, that supports the thesis. The presentation provides a conclusion that supports the thesis.

Audience:

The presentation illustrates little concern with a formal writing style or objective tone. The presentation utilizes transitional slides, incorporates the major sections of the presentation to explain the thesis to the content that aid comprehension. The presentation skillfully uses transitional slides, pictures, words, phrases, and/or transitional slides, contains limited facts, irrelevant, and/or unconvincing. The presentation provides facts, concrete details that thoroughly develop and explain the thesis. The presentation includes appropriate and convincing quotations, and includes effective formatting, graphics, and multimedia that enhance the presentation. The presentation utilizes effective formatting, graphics, and multimedia that enhance the presentation. The presentation explains its relationship between ideas and facts, and connects the is not always unified. The presentation provides an engaging introduction, ending, and analysis, that supports the thesis. The presentation provides a conclusion that supports the thesis. The presentation provides facts, concrete details that thoroughly develop and explain the thesis. The presentation includes appropriate and convincing quotations, and includes effective formatting, graphics, and multimedia that enhance the presentation. The presentation utilizes effective formatting, graphics, and multimedia that enhance the presentation. The presentation explains its relationship between ideas and facts, and connects the is not always unified. The presentation provides an engaging introduction, ending, and analysis, that supports the thesis. The presentation provides a conclusion that supports the thesis.

Focus:

The presentation illustrates little concern with a formal writing style or objective tone. The presentation utilizes transitional slides, incorporates the major sections of the presentation to explain the thesis to the content that aid comprehension. The presentation skillfully uses transitional slides, pictures, words, phrases, and/or transitional slides, contains limited facts, irrelevant, and/or unconvincing. The presentation provides facts, concrete details that thoroughly develop and explain the thesis. The presentation includes appropriate and convincing quotations, and includes effective formatting, graphics, and multimedia that enhance the presentation. The presentation utilizes effective formatting, graphics, and multimedia that enhance the presentation. The presentation explains its relationship between ideas and facts, and connects the is not always unified. The presentation provides an engaging introduction, ending, and analysis, that supports the thesis. The presentation provides a conclusion that supports the thesis. The presentation provides facts, concrete details that thoroughly develop and explain the thesis. The presentation includes appropriate and convincing quotations, and includes effective formatting, graphics, and multimedia that enhance the presentation. The presentation utilizes effective formatting, graphics, and multimedia that enhance the presentation. The presentation explains its relationship between ideas and facts, and connects the is not always unified. The presentation provides an engaging introduction, ending, and analysis, that supports the thesis. The presentation provides a conclusion that supports the thesis.
### Checklists

#### Research:
- At least 25 sources in total including a minimum of 15 Works Cited and two books.
- Synthesis and analysis of researched content including specific quotes and statistics.
- Clear evidence of active research.
- Research content conveys the most important and convincing information.
- MLA in-text citations for all research content.
- Mentor log completed, detailed, and signed.
- Contact information for organization through which research study was performed.
- At least 30 hours completed.
- Presentation has convincing evidence that hours were completed.

#### Service:
- At least 25 sources in total including a minimum of 15 Works Cited and two books.
- Synthesis and analysis of researched content including specific quotes and statistics.
- Clear evidence of active research.
- Mentor log completed, detailed, and signed.
- Contact information for organization through which service was performed.
- At least 30 hours completed.
- Presentation has convincing evidence that hours were completed.

### Career Study:
- At least 7 sources.
- Synthesis and analysis of researched content including specific quotes and statistics.
- Research content conveys the most important and convincing information.
- MLA in-text citations for all research content.
- Mentor log completed, detailed, and signed.
- Contact information for organization through which career study was performed.
- At least 30 hours completed.
- Presentation has convincing evidence that hours were completed including pictures, video, journal entries, letters from the organization, etc.

### Presentation:
- At least 30 hours completed.
- Mentor log completed, detailed, and signed.
- Contact information for organization through which presentation was performed.
- At least 25 sources in total including a minimum of 15 Works Cited and two books.
- Synthesis and analysis of researched content including specific quotes and statistics.
- Clear evidence of active research.
- Research content conveys the most important and convincing information.
- MLA in-text citations for all research content.
- Mentor log completed, detailed, and signed.
- Contact information for organization through which presentation was performed.
- At least 30 hours completed.
- Presentation has convincing evidence that hours were completed.

### Works Cited:
- MLA in-text citations for all researched content including specific quotes and statistics.
- Synthesis and analysis of researched content including specific quotes and statistics.
- Clear evidence of active research.
- Research content conveys the most important and convincing information.
- Mentor log completed, detailed, and signed.
- Contact information for organization through which presentation was performed.
- At least 25 sources in total including a minimum of 15 Works Cited and two books.
### Appendix A

**Senior Graduation Project – Time Log**

<table>
<thead>
<tr>
<th>Student’s Name: ____________________________</th>
<th>Mentor’s Name: ____________________________</th>
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<tbody>
<tr>
<td>Mentor’s Phone Number: _____________________</td>
<td>Mentor’s Email: _________________</td>
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<tr>
<td>Relationship of student to mentor: ____________________________</td>
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<table>
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<tr>
<th>Date</th>
<th>Time In/Out</th>
<th>Building Resources and/or Materials (Where did you work and what did you use?)</th>
<th>Work Description (What did you do?)</th>
<th>Mentor Verification</th>
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{Appendix B}

Senior Graduation Project- Use of District Facilities

Planning an event that will use school facilities (auditorium, LGI, athletic fields, gyms) during non-school hours requires advanced planning and preparation in order to ensure a safe and successful event. Students whose projects include the use of district facilities must adhere to the following guidelines:

- A “Permit for Facilities Use” form must be submitted to the High School Activities Office for pre-approval at least three weeks prior to the event.
- A school staff member (SGP mentor) must be listed on the permit as the responsible individual who will be present at the time the facilities are being used and who accepts responsibility for adherence to district regulations. Students may not list themselves on this part of the permit.
- All events associated with outside groups or organizations require that they provide their insurance certificate as part of the permit.
- Do not publicize or promote your event until you have received an approved permit form returned to you. Getting your permit submitted as early as possible will maximize your time to publicize the event.
- You must notify the Activities Office immediately if you plan to cancel an event.
- Pre-selling tickets for admission is the preferred method of ticket sales so that you can have a good estimate of expected attendance.
- A proper amount of chaperones should be secured prior to the event. A ratio of 1 chaperone to every 50 attendees is appropriate for most events. A greater number of chaperones may be needed depending on the type of event. Security or police presence, paid for by the organizer, may also be necessary for larger crowds.
- Use of the auditorium requires having someone available who knows how to use the house lighting and sound systems.
- Proper accounting should be kept for all fees collected and for what purpose they are being used. (Charity donation, set-up costs, etc.) The student’s mentor will hold all funds and will oversee costs.
- If you want to use district facilities during school hours, this can be arranged through the Activities Office without a permit.

If you have received a signed permit from Ms. Harvey in the Activities Office, please submit this form to your instructor. Signing below indicates that you understand and will adhere to the policy above.

_________________________________________  _______________________________________
(Student signature)                        (Ms. Harvey’s signature)

_________________________________________  _______________________________________
(Student name- printed)                    (Mentor’s signature)

_________________________________________  _______________________________________
(Date of event)                            (Mentor’s signature)
Appendix C
Senior Graduation Project

Use of Building Facilities During School Hours
Use of District Audio-Visual Equipment and/or Technology

All SGP presenters will have access to their instructor’s computer and classroom LCD projector/screen during the time of presentation. If you choose to present in a separate location, such as the auditorium, gym, or LGI, you must arrange for your own AV/technological needs. Please adhere to the following guidelines:

- You must arrange for the use of building facilities on your own. See Ms. Harvey for the LGI or auditorium, Mr. Dodds for athletic fields or gyms, Ms. Bontempo for the library classroom, and Mr. Bauer for the parking lots.
- Please take into account time for set-up and clean-up. If you need extra time before or after your presentation, you must talk to the teachers of those particular classes for approval.
- Leave the facilities in the condition in which you found them. Grade penalties will be issued for students leaving a building space in an undesirable condition.
- See iHelp if you require a portable laptop cart, screen, speaker, or DVD player. You must take all equipment back to iHelp at the end of your presentation.
- See Mr. Schurtz if you require use of the microphones and/or light system in the auditorium.

*** If you choose to request the assistance of the staff members listed above, please be kind and courteous. It is not in their job description to cater to Senior Project needs—they do it to help and support the senior class and the 12th grade English teachers.

*** Please ask the above staff members AT LEAST THREE WEEKS in advance if you need any of the above services.

*** Signing below indicates that you understand the policy above. Please obtain the necessary signatures and submit this form to your SGP instructor.

_____________________________  _________________________________
(Student signature)            (Staff signature)

_____________________________
(Student name - printed)       (Date of request)

Additional staff signatures: (if applicable)