

Bonney Lake
High School



CULMINATING
SENIOR PROJECT

STUDENT MANUAL

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Letter from the Principal

Dear Senior:

You are nearing the completion of thirteen years of education. You have taken numerous courses and have acquired a variety of skills during that time. You are now ready to move on to the next step—putting those skills and knowledge together and demonstrating what you have learned through your Culminating Project. With this project you will be given the opportunity to choose your area of study and show your problem-solving skills, decision-making capabilities, independence, and your abilities in the area of self-directed learning.

The Culminating Project involves several steps. First, you will select a topic of your choice, gather knowledge through researching both secondary and primary sources, and write a research paper regarding your topic. Next, you will develop and complete a project which applies some aspect of your research. It is important that your project involve a learning stretch which causes you to grow both intellectually and emotionally. Finally, you will give a formalized presentation to a panel of judges, comprised of staff and community members, who have an interest and knowledge in your area of study. After your presentation, the members of your board will ask you questions related to your research, your project, and what you have learned in completing your project. They will also review your portfolio.

It is important to note that you will not be left totally on your own to complete your project. You will be assigned to a staff advisor who will assist you. You will meet with your advisor periodically to make sure you are meeting deadlines and are “on the right track” as you proceed with your project’s development. In addition, you may be working with mentors whom you have identified as having expertise in your area of interest.

Culminating Project is your chance to show skills you have learned and your development in an area of interest to you. Your project represents years of education and your achievements. Your project should be a challenge and will require a concerted effort. However, if you approach it in a step-by-step fashion, meeting the deadlines as they occur, it is manageable for you. The payback will be the sense of accomplishment you will feel for a job well done, as well as the experiences you will have along the way.

I look forward to seeing your projects this spring.

Good luck!

Linda Masteller
Principal

Senior Project Timeline

2006 -2007

Timeline

October:	Advisor-Advisee selection process
November:	Introduction to Project First meeting with advisor: Manual distribution, brainstorm quality projects, proposal forms distributed
December 8:	Proposal Form to Project Advisor
December 15:	Proposal forms returned to student with approval
January 12:	Letter of Intent, Integrity Commitment, Risk Management Informed Consent and Parent Consent form due to Advisor
January 22:	Resume for Portfolio due
January 8- February 9:	Research Seminar (Senior English classes) Theme Readers or English Teacher must clear thesis by February 9
February 16:	Portfolio Cover Sheet placed on the Wall of Knowledge
March 9:	<u>Best Effort</u> Rough Draft Due to Advisor. Paper needs to pass the "Yes Test" on the upper half of Research Paper Rubric
March 16:	Mentor Verification #1 Due to project advisor
March 23:	Final Draft Persuasive paper due to Advisor. Final drafts must include: rubric, research envelope w/notes and all previous drafts
April 13:	Mentor Verification #2 with reflective journal—10 hours due to advisor
April 27:	Mentor Verification #3 (final) and reflective journal check – 15 hours due to Advisor. Portfolio check with advisor
May 4:	<i>Portfolios due to Senior Project Coordinator</i>
May 9:	Portfolios due to Senior Project Coordinator – <i>no advisor review</i> Last chance to possibly qualify for Senior Boards
May 14-18:	Complete presentation practice
May 22-23:	Senior Boards—dress for success

Philosophy of the Culminating Project

Opportunity is missed by most people because
it comes dressed in overalls and looks like work.
- Thomas Edison

What are some of the skills that are needed to ensure that you will be successful in the 21st century?

Whether you are planning on entering the work force immediately after high school or entering it after you complete some formal training, we know that effective communication –both in speaking and writing– is necessary. We also know that citizens must be able to reason critically, acquire and use information, work well with people, behave honestly and ethically, and use the resource of time effectively. That's what your twelve years of schooling has helped you achieve.

Culminating Project, a graduation requirement of the Sumner School District and of Washington State, is a fitting conclusion to your education because you are expected to demonstrate that you can write, speak, and organize information and time around a topic that you have selected. This is the real-world application of all your learning so far and we invite the members of the community to come and listen to what you have learned!

The best part is that you pick the topic! This is the most exciting part of the project. You are almost unlimited in your choices as long as your selection is not harmful. Your parents and school personnel must approve. Be sure to choose wisely. Pick a topic that you enjoy because you'll be spending hours of time on it as you complete these steps:

The Research and Paper

1. Research the subject through a variety of sources, including interviews and the Internet
2. Prepare a typed 5-8 page research paper (see Research Paper Rubric and Research Guidelines)

The Project and Mentor

3. Complete a minimum 15-hour project with the help of an adult mentor

The Portfolio

4. Organize your process into a quality portfolio

The Senior Board Presentation

5. Present your research and your project learnings to a panel of judges

You are expected to complete all your work, including meeting deadlines, with care and thoughtfulness. When you do, you will truly prove that your diploma represents mastery of skills that are valued in the real world.

Overview of Required Written Documents

RESEARCH PAPER

Research Proposal Letter: This first stage of the Culminating Project demonstrates your ability to be a **self-directed learner** and an **effective communicator**. You will select your Culminating Project advisor who will support your efforts by providing guidance and resources. With your advisor, you will brainstorm topics that are relevant, yet rigorous; you will generate guiding questions, and declare a thesis statement. You will propose your research topic and explain your stretch in an error-free business letter written to your advisor.

Persuasive Research Paper: During the research and writing component, you will demonstrate the skills of organized, original research, time management, and persuasive writing. As a **self-directed learner, effective communicator, and critical thinker**, you will create an outline, synthesize your research into a five to eight page persuasive paper, and record a list of your sources. You are responsible for completing the work on your own time, just as you will do when you do research in your adult life.

PROJECT AND MENTOR

Project Confirmation and Mentor Credentials Letter: As you move from researching to planning your project you will need to determine a timeline, identify and contact a community member who is well versed in your field (**parents may support and guide, but may NOT serve as a mentor**), consider a budget, communicate your plan, explain how it is a stretch, and provide the credentials of your mentor by writing an error-free business letter to your BLHS advisor. This letter will showcase your competence as an **effective communicator**. The project must be related to, and be an extension of, the research. It must be a **stretch** and show **growth in an area that is new for you** (a learning stretch is the act of making **great demands** upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study). It may consist of making or producing a product, working, teaching, volunteering, or job shadowing. The project must be accomplished on your own time, **NOT during school time**. You must provide documentation of your time through pictures or product, and your mentor must contact your BLHS Culminating Project advisor.

Reflective Journal Entries: (1/2 page minimum per hour of project time): While working on the project you will need to keep a journal of your actions, thoughts, feelings, project-related problems, and new learning. By taking the knowledge you gained from the research stage and applying it to an action project, you will be demonstrating that you can meet the district outcomes of **self-directed learner, collaborative worker, and community contributor**. Your entries need to indicate a "learning stretch," and account for at least 15 hours of work under the guidance of an expert adult mentor from the community.

PORTFOLIO

Capstone Letter: This piece of writing is the capstone to your high school career. As such, it needs to display the highest level of quality in both content and conventions. You will be using prompts from the self-evaluation sheet in the manual as a pre-writing activity for this letter. Your writing should display your best reflections about your project experience **FROM BOTH SEMESTERS** and connect the skills you have gained to what you will be doing in your 13th year.

Integrity Commitment

Honesty and integrity are important character traits we hope to reinforce throughout the Culminating Project. While we fervently hope we will not have to perform administrative consequences, we want to be very clear about the consequences of cheating on the Culminating Project.

We define cheating as:

- Plagiarizing (claiming work is yours that is not) any part of the Culminating Project, particularly the research paper. In other words, "*Plagiarism refers to a form of cheating that has been defined as 'the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own'*" (Alexander Lindey, Plagiarism and Originality, New York: Harper, 1952).
- Lying about or exaggerating the quality and/or quantity of the time spent working on the product phase; inventing or exaggerating a mentor relationship.

If any of these should occur, you would be removing yourself from eligibility to give your senior board presentation, because unethical behavior has severe consequences to an organization and to self. By doing this, you would also be removing yourself from commencement exercises – you would not walk at graduation.

You may have the opportunity to present your new, original work at a post-commencement board. Provided you pass that board, and satisfy the other graduation requirements, you would still earn your diploma.

I, _____, and my parent/guardian, _____, commit to honest and integrity regarding the Culminating Project. We understand the consequences of cheating.

Student

Parent/Guardian

Turn this contract in to your Project Advisor with your Letter of Intent and Parent Consent Form.



Parent Consent Form for all Culminating Projects

Student Name : _____ Advisor Name: _____

The staff of Bonney Lake High School would like to thank you for supporting your student as they meet this important graduation requirement.

As a parent/guardian of a senior at Bonney Lake High School, I am aware that my son/daughter, to fulfill graduation requirements to the quality standards as defined in the enclosed rubrics, must successfully complete the Culminating Project.

I also understand that the completed portfolio (which I will have an opportunity to review and then sign on the Portfolio Checklist) must be turned in on the due date listed on the calendar, so that my son/daughter may participate in the board presentations. If this deadline is not met, he/she may not participate in commencement ceremonies. A diploma may still be earned after successfully completing the post-graduation boards and satisfying the other graduation requirements.

I understand that the Culminating Project is not to take place during class time. Students must schedule CP appointments so they do not conflict with classes at BLHS. We encourage students to take advantage of Spring Break. Culminating Project absences are not considered "school related absences" and would be considered unexcused and would result in consequences as stated in our attendance policy.

Furthermore, I agree that students who decide to cheat on any part of the Culminating Project will not participate in commencement ceremonies.

For the project to be completed outside of the school day, my son or daughter has decided to: _____

My son/daughter anticipates the cost of the project to be \$ _____ and has the funding available to cover this cost.

I fully understand that this project decision is made completely independent of the staff and administration of Bonney Lake High School. My student and I fully accept responsibility for selecting the project and mentor, subject to the guidelines and standards of the Culminating Project as spelled out in this manual. I recognize and agree that the district is not responsible for any possible risks that might exist in the student participating in such activity or any cost that might be involved.

Parent/Guardian printed name and signature: _____

Date: _____ Phone number and best time to call: _____

Email address: _____

Culminating Project Risk Management

The purpose of the Culminating Project is to train students to conduct thorough research on a subject scholastically, perform a related project, and learn to present it to the public in an organized and professional manner that is up to the standards of the business world. The Culminating Project requires you to select a topic outside of school curricula, so many students turn to recreational and athletic activities that are considered high-risk. The school's position must be that the educational value of a project must outweigh the consideration of knowingly allowing a student to be exposed to an activity that has been identified as a high risk for injury. Projects will not be allowed that are morally or socially objectionable, illegal, or unsafe.

Due to inherent risks, you may **absolutely not do** any project on the following list. If you pursue a project on this list, you will fail your Culminating Project and will not graduate.

- No on-the-water/underwater projects
- No above-the-ground projects (air or flight activities)
- No mountain climbing, snowboarding, or skiing or instruction thereof
- No skating, rollerblading or skateboarding
- No use of weapons or making of weapons, fireworks or rockets
- No racing or stunt-driving of any motorized vehicles or boats
- No paint-balling
- No recycled Debate or Business projects
- No horses
- No cooking except as part of home economics or vocational education programs, and no offering home-cooked foods to others

Some projects are risky, and while we do not forbid you from doing them, we strongly advise that you do not, and we will require a completed Informed Parent Consent Form from you before you begin:

- Amusement park activities
- Animal activities—strays, handling, wild animals
- Non-WIAA athletic activities—powder puff football, high-impact aerobics, trampolines, etc.
- Wilderness activities
- Travel to do activities in other states or countries
- Athletic camps will require special insurance at student's expense
- Activities not permitted under child labor laws for minors (WAC)

Please complete the Informed Consent Form Cautioned by Risk Management for a project from this list. The form is included in this manual on the next page.

Informed Consent Form Cautioned by Risk Management
Parent/Legal Guardian/Participant

_____ (Student's full name) has my consent and authorization to participate in _____ as part of the student's Culminating Project.

My student will participate in a project which includes:

I realize that Sumner School District will not have staff present during this project. I assume responsibility for supervising my child for all the activities involved in the project. The district is not sponsoring the project and will not be responsible or liable for any activities the student chooses for this project.

I am fully aware of the special dangers and risk inherent in the project, including physical injury, death, or other consequences that may arise or result directly or indirectly from the project. Being fully informed and aware of the risks associated with this project, I hereby give my consent for the above named student to participate in the project described. Additionally, I assume all risk of injury or liability and waive any right of recovery from or to bring suit against the Sumner School District for any personal injury, death, or other consequences arising out of participation in the project, except for the sole negligence of the Sumner School District.

Parent or Legal Guardian signature reflects their knowledge and approval of the project described.

Signature of Student _____ Date: _____

Parent/Guardian printed name and signature: _____

Date: _____ Phone number and best time to call: _____

Email address: _____

Writing Your Resume'

Your resume' presents you- your skills, knowledge and experiences to a prospective employer. It is a vivid word picture of your skills, knowledge, and past responsibilities. It says exactly who you are, by providing the kind of information listed below:

- Personal Data:** name, address, phone, e-mail address
- Job Objective:** the type of position you want and the type of organization you want to work for
- Education:** where you went to school, what your GPA was, a list of classes you took that might apply to the job
- Employment:** positions you've held, and the dates you had them (where and when), specific duties and accomplishments. Include volunteer work
- Activities:** all school activities in which you participated. Write them all down including leadership positions or if you started a group yourself
- Honors:** academic, athletic, or community awards
- Skills:** examples include: speaking another language, knowledge of a computer program, typing speed, etc.

Tips for Resume' Writing

1. Design each resume' to fit the particular job.
2. Be specific – use numbers, dates, names.
3. First present information that is the most impressive and/or most important to the job for which you are applying. This guideline will help you determine whether to put experience of education first.
4. Use everyday language and short, concise phrases.
5. Use boldface type, underlining, white space, and indentations to make your resume' more readable.
6. Get someone else's reaction before typing the final copy.
7. Proofread for spelling, punctuation, and typographical errors.

Research and Paper

Research Proposal Letter
Persuasive Paper Guidelines
Writing Process
MLA Format
Sample Outline
Paper Rubric

Research Proposal Letter

In this requirement, you will demonstrate the skill of writing a business letter with correct format and conventions, such as you might use in the future when applying for a job. You will word process this letter and turn it in without errors to your Culminating Project advisor. Later, you will include it in your finished portfolio. Your letter must be written as follows:

Introduction: Describe your overall idea for your Culminating Project. Tell what you will be researching, and how it will link to your project. Tell about your background knowledge in this area, and ***explain why this will be a learning stretch***. (A learning stretch is the act of making ***great demands*** upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study.)

Research: Describe the specific research you will be doing and list the five guiding questions you generated with your advisor's assistance. Describe what you anticipate learning from your research ("I think that I will find that . . .").

Resources: Discuss how you will determine the reliability and usefulness of your sources.

Conclusion: Pledge to work with honesty and integrity on your project by copying the following paragraph verbatim into your paper, understanding this letter is a contract.

"I understand that honesty and integrity are important characteristics of an upstanding citizen. As such, I will demonstrate these qualities by committing to accuracy and honesty on all parts of the Culminating Project; this means I will not plagiarize any of the written portions, and I will not lie about, or exaggerate, any part of the 15+ hour portion of the project. I know that those who cheat will not participate in commencement exercises, and possibly will not graduate at all(Culminating Project Manual)."

Finish this paragraph with a sentence showing you understand the consequences of cheating on this project and in life.

Sign the letter in black ink. A model letter is on the next page.

Sample Research Proposal Letter

November 18, 2006

↔ 2 Lines

Jill Zimmerman
12438 E. Cedar Lane
Bonney Lake, WA 98392

↔ 4 Lines

Mrs. Karen Jones (your Advisor's name)
10920 199th Avenue Court East
Bonney Lake, WA 98391

Dear Mrs. Jones:

I have been interested in cars for as long as I can remember, but I am becoming more aware of what an environmental mess they make. I want to research alternative power sources for cars and make a working model of one of these sources. I have been through all of the automotive classes here at BLHS, but have no experience dealing with anything but gas and diesel engines. It will be a huge stretch for me to learn about clean fuels, to learn what I need to know to build a working model, and to find the parts.

My guiding questions are the following: What are the types of clean fuels? How reliable are clean fuels? Do clean fuels provide as much power as gas or diesel? How expensive are clean fuels in comparison to fossil fuels? How long has clean fuel technology been around? What is the automotive industry doing to promote clean fuels? I think that I will find that clean fuels have been around for a while but that they are still expensive. I'm guessing that the auto industry has some kind of plan for phasing in cleaner cars.

To determine the reliability of my sources I will make sure they are current, make sure that they have reputable authors or sponsoring agencies (like the Department of Energy), and make sure that the names used in one source also appear in other sources. I will be on the lookout for bias from the automotive industry because they have so much at stake.

"I understand that honesty and integrity are important characteristics of an upstanding citizen. As such, I will demonstrate these qualities by committing to accuracy and honesty on all parts of the Culminating Project; this means I will not plagiarize any of the written portions, and I will not lie about, or exaggerate, any part of the 15+ hour portion of the project. I know that those who cheat will not participate in commencement exercises, and possibly will not graduate at all" (Culminating Project Manual 19). I also know that I want to end my high school experience on a positive note, so I would not want to cheat myself out of this opportunity.

Sincerely,

↔ 4 Lines, Sign here

Jill Zimmerman

PERSUASIVE Research Paper Guidelines

(Read this carefully – it’s here to help!)

The first major portion of the Culminating Project is the five to eight page **persuasive** research paper that is the foundation of your project. It is meant to give you a strong background for the product phase of the project, as well as demonstrate your competence in writing and research. It will complement your 15-hour project. The content of your research paper must be a learning stretch—new information for you.

The paper will take a main idea of yours – **your thesis** – and support it with researched, **well-documented** facts. It has a clear beginning, middle, and end, and does not repeat itself. It should be an example of your best, most sophisticated work. See the rubric for specific assessment details.

You will **choose a perspective** from which to write your paper:

- Personal point of view – uses 1st person point of view (I ...)
- Academic point of view – uses 3rd person point of view (They/One...)
- No papers will use 2nd person point of view (You...)

You will keep your research notes, Xeroxes, outlines, drafts, and ALL other work in a research envelope. **You’ll turn this in to your advisor whenever he or she asks for it.** Most importantly, you must turn in all your work with your final draft of your research paper. As a portfolio piece, your Board may be interested in seeing your process. Papers will not be accepted without this envelope filled with your work. If you don’t have your research and drafts, you’ll have to start over. Be careful with them!

If you choose one of the following kinds of **thesis**, keep these guidelines in mind:

“How to” papers must compare and/or contrast two aspects of the chosen topic...

“Whole language versus phonics: how best to teach a child to read”	NOT	“How to teach a child to read”
--	------------	--------------------------------

“Employment” papers must be issue based, not focused on WOIS-style information...

“Managed care’s far-reaching impact on today’s doctors”	NOT	“The job description and prospects of a new physician”
---	------------	--

“History of...” papers must deal with relevant issues concerning the topic...

“The history of Jimi Hendrix: his amazing impact on today’s music”	NOT	“The life and times of Jimi Hendrix”
--	------------	--------------------------------------

Purposeful Writing: Steps in the Research Process

The best way to avoid plagiarism is to give yourself time to write and be clear about the particular question your research seeks to answer. In other words, write with a purpose. One successful strategy for purposeful writing is to follow these steps as you do your research and write:

First Steps (before the research begins): Review the Research Rubric that follows in your manual.

Search for topic “possibilities”

- use clustering, brainstorming, free writing

Compose questions

- create questions about what you want to “discover” about your topic (who, when, why, where, what, how)?

Narrow and survey

- explore and evaluate information on your topic—make a list of key words (what else can I call this?)
- use the *Reader’s Guide to Periodical Literature* (big green books) to check availability of sources, computer data bases for magazines like SIRS.
- scan the table of contents in possible sources to be sure you have a “researchable” question

Write an initial thesis

- point the direction of your research
- include the purpose or focus of your writing, your attitude toward the topic, and the limits to your topic

Plan

- do a preliminary (skeleton) outline
- schedule interviews
- budget your time
- draw up a calendar (Panther Planner)

Second Steps (the research process):

Take Notes

- gather your sources
- **read, read, read**
- create source cards with complete citation information
- record information on note cards using a combination of paraphrase, summary and direct quotation. Don’t forget page numbers. Think about the significance of your information in light of your thesis
- be aware of bias in your sources

Organize

- create a structure for your log
- put your summaries in an order that makes sense
- sort cards into categories, use a graphic organizer or an outline

If you are in doubt about this process, seek help from any of the following sources:

Your Project Advisor → **Writing Center Personnel** → **Any adult who has written a research paper**

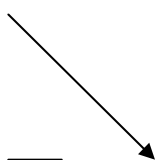
Creating a Title Page

15 single-spaced lines from top margin (1 inch)

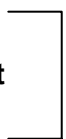


YOUR CREATIVE TITLE GOES HERE

6 single-spaced lines from title



Student Name
Class, Period, Teacher, or Project
Date



Double
spaced and
centered

MLA Format

The works cited entry contains all the information needed to order the source material from the publisher, if the reader should want to follow up on your work. Below is a list of separate works cited entries (and corresponding text notes*), categorized by source type. This information can also be found in your BLHS planner.

Books

Anderson, Robert, et al., eds. The Elements of Literature, Fifth Course. Austin: Holt, 1989.

Model text note: (Anderson 56).

Porter, Katherine Anne. "The Grave." Elements of Literature, Fifth Course. Ed. Robert Anderson. Austin: Holt, 1989. 601-604.

Model text note: (Porter 602).

Samson, Donald, and Helen Fried. Solstice. Denver: Mandala Publishing, 1990.

Model text note: (Samson and Fried 119).

Smith, Jackson. Time Bomb. New York: Harper and Row, 1980.

Model text note: (Smith 356).

Articles: Magazine and Electronic Sources

Lang, Michelle A. "A cluster of HIV risk among felony drug offenders." Criminal Justice and Behavior Feb. 2001: 24+. ProQuest. Online. 13 Feb. 2001.

Model text note: (Lang).

"Rain Forest." Newsweek 11 July 1992: 1-7.

Model text note: ("Rain Forest" Newsweek 3).

"Rain Forest Looses Trees Daily." Time 14 September 2004: 4-8

Model text note: ("Rain Forest Looses" 5)

Thomas, Karen. "Going to the Extreme." USA Today 13 Aug. 2000: 1A-2A. Boca Raton: SIRS, 2002.

Model text note: (Thomas).

Interviews

Jones, Karen. Personal interview. 11 Jan. 2006.

Model text note: (Jones).

* NOTE: Each works cited entry is followed by a model text note to show the correct text note formats for different source types. **Text notes normally appear in the body of the paper only.**

*NOTE: **Use of electronic or print encyclopedias and Wikipedia may not be used for your persuasive paper.**

NOTE: **Works cited entries should be placed in alphabetical order.**

CD-ROMs and Other Portable Databases

"Engineering." WOIS: The Career Information System. Diskette. Olympia, WA: Washington State Occupation Information System, 1995.

Model text note: ("Engineering").

"Horseflies." Grolier's Electronic Encyclopedia. CD-ROM. Danbury: Grolier Electronic Publishing, Inc., 1993.

Model text note: ("Horseflies").

Internet

Provide as much of the following information as you can locate:

- name of author or sponsoring organization (often listed at the end of the document)
- full title of the page or article in quotation marks
- title of the complete website, underlined (name of the homepage; you can probably find this by typing in just the part of the address that ends in .com, .edu, .gov, .org)
- date of the work or most recent update (also usually found at the end of the document)
- full internet address in angle brackets (only include the address needed to get to the page you are citing, not the route you took to get there)
- date of your search (when you were on line)
- no more than two Internet sites may be used in your paper

Some examples:

"Benefits of Gum." Wrigley. <www.Wrigley.com/Wrigley/products/productsbenefits.asp> .(3 June 2006).

Model text note: ("Benefits")

"Percussionist Jokes." Instrument Jokes. 26 Mar. 1999. www.mit.edu/~jcb/jokes/. (13 Sept. 2005).

Model text note: ("Percussionist").

Tucker, Mary Evelyn, and Duncan Ryuken Williams, eds. "Buddhism and Ecology: the Interconnection of Dharma and Deeds." Center for the Study of World Religions-Harvard Divinity School. Dec.1997. www.hds.harvard.edu/cswr/ecology/BUDD_VOL.htm. (13 Sept. 2005).

Model text note: (Tucker).

(NOTE: Internet text notes do not contain page numbers unless there are page numbers on screen.)

Research Paper Rubric: Effective Communicator/Writing

“YES TEST”--MINIMUM REQUIREMENTS: Before this paper is acceptable, all of the following components must be correctly completed. **Student should fill out top portion (THE “YES” TEST) before turning it in to advisor.**

STUDENT YES	ADVISOR YES	REQUIREMENT
<input type="checkbox"/>	<input type="checkbox"/>	Title Page: (MLA format)
<input type="checkbox"/>	<input type="checkbox"/>	Thesis statement: (in introduction and referenced in conclusion)
<input type="checkbox"/>	<input type="checkbox"/>	Minimum paper length: 5-8 full pages of text, typed, double spaced, 1” margins all around, 10 or 12 point acceptable font (Arial or Times New Roman)
<input type="checkbox"/>	<input type="checkbox"/>	All researched information cited from a minimum of five sources, minimum of two Internet and three print sources
<input type="checkbox"/>	<input type="checkbox"/>	Minimum of ten source citations within the paper from a variety of reliable sources, more when necessary
<input type="checkbox"/>	<input type="checkbox"/>	Accurate Works Cited and Consulted pages and text notes – see this manual or MLA handbook

ALL OF THE FOLLOWING AREAS MUST BE PASSED TO RECEIVE A PASSING EVALUATION

ORGANIZATION

	<u>MEETS STANDARD</u>	<u>REWRITE</u>
1. Introduction/Conclusion <ul style="list-style-type: none"> • clear thesis statement • relevant attention getter • conclusion relates to thesis by summarizing paper’s implications (“so what?”) 	_____	_____
2. Body Organization <ul style="list-style-type: none"> • logical support of thesis • transitions • topic sentences indicate paragraph content 	_____	_____

INFORMATION

3. Purpose/Audience <ul style="list-style-type: none"> • identifies and answers significant research questions • demonstrates skill level to a knowledgeable audience 	_____	_____
---	-------	-------

INFORMATION

	<u>MEETS STANDARD</u>	<u>REWRITE</u>
4. Quality and Quantity <ul style="list-style-type: none"> • sufficient, correct, current • supports thesis throughout 	_____	_____
5. Documentation <ul style="list-style-type: none"> • document all quoted or paraphrased/researched information with text notes 	_____	_____
6. Elaborates Thoughtfully/Voice <ul style="list-style-type: none"> • analyzes and interprets information • effectively uses commentary, all research facts must be backed up with commentary **extremely important** • demonstrates strong understanding of material • clear evidence of student voice; sounds genuine • smooth integration of paraphrased and quoted material • no more than 1/3 quotations 	_____	_____

STYLE/FORMAT

	<u>MEETS STANDARDS</u>	<u>REWRITE</u>
7. Language/Voice <ul style="list-style-type: none"> • sophisticated vocabulary • precise and varied vocabulary • topic is made interesting 	_____	_____
8. Sentence Structure <ul style="list-style-type: none"> • clear • correct and varied 	_____	_____
9. Mechanics <ul style="list-style-type: none"> • spelling/punctuation/capitals • usage/grammar 	_____	_____
10. Consistent Format <ul style="list-style-type: none"> • follows MLA format 	_____	_____

Comments:

Project and Mentor

Project Selection
Choosing your Mentor
Job Shadow
Mentor Confirmation Sheets

Choosing a Project

How to pick something that's fun, interesting, and worthwhile!

Culminating Project is about choosing with your heart and mind! This is a chance to choose what interests you and to put together a Culminating Project. Sometimes though, making that decision is a little bit easier said than done. Culminating Projects come in all kinds of formats, so whatever you choose to do, **remember to meet the basic requirements:**

- Does the research enhance the project - is there a **clear connection** between the research topic and the physical or experiential project you want to do?
- Does the project require a learning stretch* - is this something that goes beyond what you already know how to do? Will it take you out of your comfort zone? Take a risk! Expand yourself!
- Does the project look like it will reasonably fit the minimum required time frame of 15 hours?
- Is the project something you will do **OUTSIDE** of your regular class or co-curricular requirements? (i.e., a current DECA or FFA project will not fulfill Culminating Project requirements, unless it extends **substantially** beyond the parameters of that project) Creating and/or Designing Web pages or Web sites **will not** be accepted as a project or part of a project.
- Will the project involve tangible evidence of your work through either a performance or a product?
- Is the project something that requires attendance in a class? (**Mandatory** for all computer programming and computer building projects outside of the regular school day)

You will want to make sure your project fits into one of the following categories:

1. **Physical Projects:**

A project that is created—something that can be seen and touched when you are finished. For example:

- Design the layout for a book such as this Culminating Project book.
- Make a quilt
- Restore a piece of furniture
- Build a model house
- Write and illustrate a children's book

2. **Performance Projects:**

A project that requires the student to do something like acting, singing, teaching, coaching, or directing. For example:

- Direct a play
- Coach a sport
- Learn an instrument

3. **Experiential:**

Job Shadowing*/Volunteer/Learning Projects: All experiential projects need physical documentation that communicates the skills, attitudes and knowledge gained through the experience. Documentation could take the form of the following:

- Brochure
- Annotated Poster
- Video
- Annotated Scrapbook

4. **Science/Experimental projects:**

- Current Science Fair or class projects will not fulfill the Culminating project requirements unless it extends **substantially** beyond the parameters of that project
- A Science Fair Project can be accepted as Culminating Projects, see Mr. Turner for details

* *Learning Stretch: The act of making great demands upon one's abilities while gaining knowledge, comprehension or mastery through experience or study.*

* *Job shadows will include completion of the Job Shadow packet obtainable in the Career Center in addition to the reflective journal.*

Job Shadow Requirements & Purpose

(If you are undertaking a job shadow, please read carefully!)

The following material is adapted from NWREL “Connections: Linking Work and Learning.” *The purpose of a job shadow is to fulfill some of the following objectives:*

- Begin to identify career interests
- Observe and reflect upon the daily routine of workers
- Learn about academic, technical, and personal skills required by particular jobs
- Practice communication skills by interacting with workers
- Understand and apply the connections between school, work and your future goals
- Realize that different workplaces are characterized by different work cultures and working environments

This is a wonderful opportunity for you to do something that can help you chart your life's course. We encourage you to get as much knowledge or information as possible. Please coordinate carefully with your Culminating Project advisor and/or the career center.

Choosing Your Mentor

Choosing Your Mentor: a person outside of school

What is a project mentor? A mentor is “a wise and trusted counselor or guide.” Your mentor will be your most valuable resource. He/she must be a practicing professional or someone well versed--**a minimum of two years experience in the field**. She/he will provide you with the advice and feedback necessary for you to complete your project successfully. The quality of your project will be directly affected by the choice of your mentor.

What is the role of the mentor?

- Provides expertise in the project area.
- Gives you advice.
- Is supportive of your efforts.
- Gives you feedback for learning growth.
- Evaluates your 15-hour project.
- Must be willing to complete your verification forms and contact advisor to confirm participation/involvement.

Before you choose a mentor:

- Clearly define your project.
- Be clear and specific about what you expect from your mentor, including the time commitment required from the mentor.
- Be able to show how entering into a mentorship will benefit the mentor.

How do I choose a mentor?

- Brainstorm for possible experts within your chosen field of interest.
- Talk with parents, friends, and teachers for possibilities.
- Look for someone who has the expertise and an interest in mentoring you through your project.

Who is NOT a mentor?

- A fellow student, at this or any other high school.
- A recent graduate – within five years.
- A parent or close family member (one of the purposes of a mentorship is to connect you to the larger community).

What you must know about your mentor:

- Name
- Age (must be at least 23)
- Place of employment/Job title
- Years of experience in project area
- E-mail address
- Mailing address
- Work phone and/or home phone
- Your reasons for selecting this mentor
- Must be willing to call your Culminating Project Advisor to commit to being your mentor

Mentor Meeting Forms due to your project advisor:

Mentor Meeting #1	_____
Mentor Meeting #2	_____
Mentor Meeting #3	_____

Contacting a Mentor/Expert for An Interview

Most professional people are interested in helping students and will be supportive in assisting you in completing a Culminating Project. As you think about what you are going to say, remember that you need to be considerate and to the point, because professional business people are accustomed to dealing with other professional people who have busy schedules.

Be clear in your own mind about what your expectation is from your mentor:

- Advice as you work through your project. They do not have to spend all of the project hours with you.
- Evaluation of your progress.
- Arrange three brief meetings, prior to when mentor verification forms are due

Initial contact:

Hello, my name is John Smith. I'm a senior at Bonney Lake High School working on a graduation requirement called Culminating Project. Is it possible for me to speak with Henry Jones?

Explanation of project:

I'm a senior at Bonney Lake High School working on a graduation requirement called Culminating Project. One of the requirements of this project is that we contact a local community member who might be able to give us guidance and expertise in our chosen area. I have designed a project in the area of _____ and would like very much to schedule a time when I might speak with you for about 15 minutes about my project.

If your proposed mentor is interested:

Set a date and time for your initial meeting and thank him/her for the time. Provide them with your Culminating Project Advisor Contact letter and ask them to confirm their role by calling your advisor as soon as possible.

If your proposed mentor is not interested:

Ask if s/he knows of another expert in the field you might contact. Regardless of the response, thank him/her for the time.

Project Confirmation and Mentor Credentials Letter

In this requirement, you will demonstrate the skill of writing a business letter with correct format and conventions, such as you might use in the future when applying for a job. You will word process this letter and turn it in without errors to your Culminating Project advisor. Later you will include this letter in your finished portfolio. The letter must be written as follows:

Introduction: Describe the exact relationship of your research to your project.

Project: Describe your project specifically, predicting cost, time, resources, support needed, and potential roadblocks.

Impact: How do you anticipate the project experience will impact you, the community, or the people with whom you are working?

Mentor: Describe your mentor by addressing the following specific details:

- Name
- Age (must be at least 23)
- Place of employment/Job title
- Years of experience in project area
- E-mail address
- Mailing address
- Work phone and/or home phone
- If or how you are related to this mentor
- Your reasons for selecting this mentor
- The mentor's willingness to contact your BLHS advisor

Conclusion: Close with a sentence about the importance of effective time management for successful project completion and copy the following two sentences into your letter: **"I recognize that I am responsible for meeting deadlines and that my failure to do so will impair my ability to receive timely feedback from my advisor. By missing deadlines, I may forfeit the privilege of participating in June commencement ceremonies with the rest of my class."**

Sign your letter in black ink.

A sample letter follows.

Sample Project Confirmation and Mentor Credentials Letter

(Remember your letter sounds like you, not like the model)

January 23, 2006

↩ 2 Lines

Jill Zimmerman
12438 E. Cedar Lane
Bonney Lake, WA 98392

↩ 4 Lines

Mrs. Karen Jones (Your advisor's name)
Bonney Lake High School
10920 199th Avenue Court East
Bonney Lake, WA 98391

Dear Mr. Jones:

My research process has gotten me really angry. I found out that the automotive industry and the petroleum corporations spend tens of millions of dollars to lobby Congress to keep auto emissions standards low and to buy up and suppress new clean fuel, high mileage technology patents. I am now more intent than ever on building a working model of a fuel cell. As you know, a good portion of my research paper was written on this topic.

During my research, I downloaded several different schematics of fuel cells that power light bulbs, small appliances, or toy cars. I have also located an industrial metals shop where I can buy the parts that I need. I have priced out my parts cost at around \$ 50.00 and plan on making a visit to Goodwill to find a toy or appliance to power. My biggest potential roadblock is the traffic getting up to Seattle, where my mentor is going to help me out in his office and lab.

This project is really impacting me. Before, I wasn't sure what I wanted to do after graduation. Now, I'm thinking about a career in alternative energy. I think that successfully completing this project will be good preparation for college (which, before this process, I wasn't even going to attend!). I hope that my work with Mr. Kevin Chandler will help to create bridges between high school students and working scientists so that there may be more opportunities like mine in the future.

After hours of phone calling and emailing, I was nearly ready to give up before I finally landed a great mentor with the following qualifications:

Name:	Mr. Kevin Chandler
Job title:	Director, Transportation and Infrastructure Projects
Age:	42
Years of project-related experience:	17
Address:	Battelle Seattle Research Center 4500 Sand Point Way Ne, Suite 100 Seattle, WA 98105-3949
-mail address:	kchandler@battelle.org

I selected this mentor because he was the only one who agreed to help me and he is working on a hydrogen powered car project funded by a government grant, so he is an expert in the field. I have given Mr. Chandler your email address and phone number, and he should be contacting you if he hasn't done so already.

I recognize that I must make good use of my time and have recorded all due dates in my Spartan Spiral. I have set weekly goals so that I should finish my project right on schedule. "I recognize that I am responsible for meeting deadlines and that my failure to do so will impair my ability to receive timely feedback from my advisor. By missing deadlines I may forfeit the privilege of participating in June commencement ceremonies with the rest of my class" (Culminating Project Manual).

Sincerely,

↩ 4 Lines

Jill Zimmerman

Reflective Journal Criteria

This document will track your progress on your project and demonstrate your skills as a **critical thinker**. It will look a little like a diary, showing the date of each time you work on your project, the hours you spent, and your thoughts as you work. Each of your entries should show some of the following thoughts and feelings. You do not need to answer every question every day, but use these questions as prompts to show your intellectual and emotional growth as you do your project.

Ask yourself--

- **Before** beginning a work session: How do I feel as I approach this day's activity? What are my questions, resources of time, people, or money? What do I hope to accomplish this session?
- **During** a work session: How do I think this day's activity relates to the project as a whole? What stage of the activity am I working on? Am I making the amount of progress that I had planned on? Why or why not? How am I rewarding myself for my work? How am I solving problems that arise?
- **After** a work session: How successful has my task analysis been? Am I prioritizing tasks appropriately? How well am I meeting my deadlines and stated goals? Who are the different people I am using to give me feedback on my project? What am I proud of? What aspects I have shared with others? What documentation am I saving to put in my portfolio? What experiences will I put in my speech? What is powerful about today's activity that I want to share publicly? Which aspects of today's learning made me stretch? To what other areas of my life can I apply this learning?

Reflective Journal Sample

Friday, March 12, 1-5:00 PM (4 hours—note: this sample has been shortened considerably from the 1/2 page per hour requirement to fit your screen)

Before: Since today is an inservice day for teachers and kids have the day off, I am heading up to Battelle lab in Seattle to meet my mentor and conduct some experiments on my fuel cell (I have assembled it, but have not run it and I don't know how to hook it up). I'm not too crazy about freeway driving so I'm nervous about that. Because I have never been up to the lab before, I had to get driving directions off the Web and that was a new experience. Mapquest is cool! I've emailed my mentor frequently and spoken with him on the phone, but this is the first time we will meet face to face. Knowing that he is busy and not wanting to waste his time, I have written out a list of questions in advance to help me stay focused. I'm concerned that I might . . .

During: Wow! What an amazing building. I could feel the brainpower just walking through the halls. And what I expected a lab to look like was totally different than the reality. My mentor greeted me with a handshake and a smile, which put me right at ease. He gave me a tour and then we got to work on firing up my model . . .

After: This experience has been a real confidence booster. Now that I know my cell works and how to hook it up to an appliance, I am well on my way to completing my project. I have crossed a major hurdle! My mentor was impressed enough by what I had done on my own that he showed my fuel cell to a couple other researchers. I feel like I can see a future for myself now where before it was all fog. Today was powerful for me because. . .

Mentor Meeting #1

Student Name (please print): _____

15-Hour Project: _____

To Culminating Project Mentors:

Thank you for volunteering your time to serve as a mentor for the Bonney Lake High School Culminating Project. We appreciate the time and effort that you will spend with this senior as he/she works toward completion of this graduation requirement.

Since students select their own projects, it is their responsibility to explain their project to you, to explain what they need from you (including the anticipated time commitment from you), and how you will also benefit from this experience.

The student must commit a minimum of fifteen hours to the project. Since the time this student will spend on his/her project will be out of class, verification of the student's efforts is necessary. We ask that you sign this form in the appropriate section at three different stages of the student's progress on the project. The student will bring the form to you and then return it to his/her Advisor.

Initial Meeting

Deadline: _____

At our first meeting, the student:

- **Arrived punctually** **yes/no**
- **Behaved in a polite manner**..... **yes/no**
- **Described the project proposal**..... **yes/no**
- **Responded to my suggestions** **yes/no**
- **Seemed positive and committed**..... **yes/no**

We value your comments. They are essential to our evaluation of the project. Thank you.

Mentor Name: _____ Date: _____

Mentor Signature: _____ Mentor Phone: _____

Home Address: _____

Email address: _____

Parent Signature: _____ Date: _____

Mentor Meeting #2

Progress Check

Deadline: _____

At this point, the student:

Shows responsibility by meeting deadlines and keeping appointments.....yes/no

Shows commitment to project by working steadily.....yes/no

Sets and meets goals.....yes/no

Is courteous.....yes/no

Is on target for completion.....yes/no

Is a person I would hireyes/no

Comments, please:

Mentor Name:_____Date:_____

Mentor Signature:_____

Parent Signature:_____Date:_____

Mentor Meeting #3

FINAL EVALUATION

Deadline: _____

1. What knowledge, skills, or abilities has the student gained as a result of this project?

2. How might involvement in this project benefit the student in the future?

3. What do you consider to be the strength of this project?

4. What could we do differently in order to improve the quality of this project if you were to undertake it again?

5. Please add final comments or suggestions not covered in the above questions.

Mentor Name: _____ Date: _____

Mentor Signature: _____

Parent Signature: _____ Date: _____

Portfolio

Portfolio Preparation

Culminating Project Portfolio Checklist

Most members of your Board will first become acquainted with you only through what they see in your portfolio. This body of work is what the judges will review prior to your presentation. What you compile is testimony to the work that you have accomplished during the semester. It is very important that you prepare all documents carefully and thoroughly.

Be sure that you complete all the required forms accurately and neatly. Remember those all-important FIRST IMPRESSIONS. Be sure to also add unique touches.

Tuck the research envelope filled with all the research note cards, copies of articles, drafts, and other work from your research paper into the front cover of your portfolio.

Required Portfolio Items:

- Student generated Table of Contents with page number references and Student, Parent and Advisor Signature Lines
- Research Proposal Letter
- Persuasive Research Paper
- Project Confirmation Proposal and Mentor Credentials Letter
- Reflective Journal (including actual drafts written at time of event-may be inserted in back)
- Outside Mentor Meeting Forms (signed)
- Parent Consent Form (signed by parent and student)
- Capstone Letter
- Resumé
- Research Envelope
- Copy of Thank You Note(s) to Mentor(s)
- Job Shadow Requirements (if applicable)

Other items which may be appropriate to your project:

- Pictures
- Certificates of Completion
- Letter of Recommendation

Portfolio Cover Sheet placed on the Wall of Knowledge

This requirement will demonstrate your technological capabilities while advertising your project. It will become the cover page of your portfolio when you turn it in to your advisor. It will be 8.5 by 11", printed off a computer, with text and graphic. It must list the research topic, thesis statement, a description of project, and your name, accompanied by an appropriate graphic. Describe the project with active verbs and vivid adjectives. You will need to make two copies, one to be displayed on the Wall of Knowledge and one for your portfolio.

Sample #1:

COACHING SOCCER

By David Beckham

Brazilian training methods produce the best soccer players in the world.



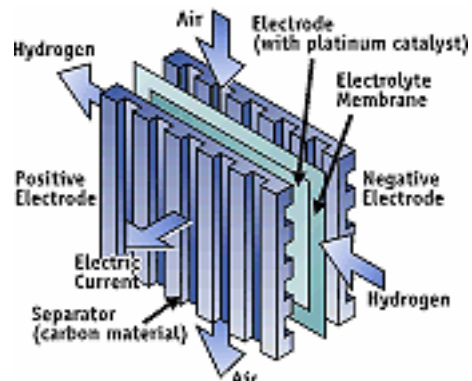
Plan and Execute a Soccer Clinic for Children using Brazilian Training Methods

Sample #2:

Automobile Fuel Efficiency

By Jill Zimmerman

The automotive industry, in cooperation with petroleum corporations, has suppressed new technology and lobbied against higher standards for cleaner, alternatively fueled cars.



Build A Working Fuel Cell From Scratch

Capstone Letter: Pre-Writing Questions

Capstone (n): something considered to be the highest achievement or most important action in a series of actions.

Capstone Letter (n): the first document your Board members will read, the piece of paper that will shape their impression of you before they ever see or hear you.

The capstone letter is your opportunity to reflect on your high school learning experiences. Since your project experience represents the culmination of 12 years of skill building, it is truly the most important action in the series of actions you have taken towards becoming a competent adult—toward being an informed citizen, a community contributor, a collaborative worker, an effective communicator, a quality producer, a critical thinker, and most importantly, a self-directed learner. Your letter needs to be at least one page in length.

As you prepare to write your capstone letter, use the format below and think about how this year's research and project experiences helped you grow in each of the following District Learner Outcome areas:

- Self-Directed Learner
- Quality Producer
- Informed Citizen
- Community Contributor
- Collaborative Worker
- Effective Communicator
- Critical Thinker

Introduction

The Bonney Lake High School Culminating Project helped me grow as a/an _____ by / because . . .

Learner Outcome 1

(identified in the topic sentence): May explain learning stretch

Learner Outcome 2

(identified in the topic sentence): May discuss the challenges, surprises, progress, and growth during Senior Project experience

Learner Outcome 3

(identified in the topic sentence): May explain what you most want the judges to know about you when they are judging your project.

Conclusion

Consider addressing both your strengths and your need for further learning in these areas. Reviewing your Reflective Journals will also help with this process.

Senior Board Presentation

Speech
Summative Evaluations

Speech Organization—Senior Board Presentation

DIRECTIONS: A suggested format of organizing your presentation is to complete the following outline blanks which will utilize your learning log, your self-evaluation and any other pertinent information. Then, practice, practice, practice and you'll be ready to complete your quest for your certificate of mastery—your diploma. Be sure to review the Effective Communicator Rubric at the end of your manual and complete your speech practice verification forms. Remember your speech is a minimum of **eight** minutes, a maximum of **ten** minutes.

- I. **INTRODUCTION:** Check to see that you have a point, thesis statement, and a “hook” -- some interesting, relevant attention-grabber to “catch” your audience’s attention. Be sure to include your name at some point.

- II. **BODY:** List and explain the 3-4 points you want to make, and be sure to **describe your learning stretch*** at one or more of these points.
 - A. **1st Point:** What interested you in the first place
 1. Example/Detail
 2. Example/Detail

 - B. **2nd Point:** What you learned from paper/research (Attitudes, Skills, Knowledge)
 1. Example/Detail
 2. Example/Detail

 - C. **3rd Point:** What you learned from the project phase (Attitudes, Skills, Knowledge)
 1. Example/Detail
 2. Example/Detail

 - D. **4th Point:** What you learned about yourself from doing your project(Attitudes, Skills, Knowledge)
 1. Explanation:
 2. Explanation:
 3. Explanation:

 - E. **5th Point:** Possible options
 1. What you plan to do in the future
 2. How the Culminating Project experience has affected you

- III. **CONCLUSION:** End with a connection to your introduction and/or a possible extension -- implications of your learning.

Success Strategy: After completing outline, transfer to note cards w/key words in large font.

* Learning Stretch: The act of making great demands upon one’s abilities while gaining knowledge, comprehension or mastery through experience or study.

Speech Practice Form

(8-10 minutes) To be turned in at Boards

Name (please print): _____

Using the Effective Communicator Speech Rubric, have a friend, advisor, teacher or family member listen to your entire Culminating Project Presentation and then complete the form below. Make sure each listener times your speech and addresses helpful comments in the appropriate area. You must practice the entire speech at least two separate times -- More is better!

Practice #1

Speech Preparation

- purpose/audience
- organization: introduction, body, conclusion
- concrete detail
- commentary

Comments

Speaking

- vocal variety: volume, pace, expression
- enunciation
- body language
- eye contact

Speech Length _____

8-10 minutes

Listener's signature: _____

Practice #2

Speech Preparation

- purpose/audience
- organization: introduction, body, conclusion
- concrete detail
- commentary

Comments

Speaking

- vocal variety: volume, pace, expression
- enunciation
- body language
- eye contact

Speech Length _____

8-10 minutes

Listener's signature: _____

