

DRAFT (5/18/22)

CHARIHO  
REGIONAL HIGH SCHOOL  
GRADUATION PROJECT



*What inspires YOU?*

2023

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# GRADUATION PROJECT OVERVIEW

Through their senior project, students will engage in and complete a 4-part educational experience that demonstrates their readiness for college or career. Students will immerse themselves in a project of high interest related to the essential theme: *What inspires you?*

As a result of their project, students will connect with community members, engage in meaningful fieldwork, deeply explore a topic of interest, evaluate their learner qualities, and summarize and present their learning.

## CHS Learner Qualities

*Over the course of their senior project, students will employ & reflect on their learner qualities:*

SELF-DIRECTED LEARNER

QUALITY PRODUCER

COLLABORATIVE WORKER

RESPECTFUL CITIZEN

GROWTH MINDSET

# THE COMPONENTS

The 4 basic project requirements are...

## TOPIC OF STUDY & RESEARCH

Considering the theme: *What inspires you?*, students will deeply explore an academic interest, social service, a possible career, or a creative project. Students will submit a one-page letter of intent for topic approval (see page 6 for criteria). Students will engage in research and fieldwork related to this topic.

## FIELDWORK

Students will complete a minimum of 15-hours of fieldwork. At least 10 of the 15 fieldwork hours will be with a mentor/expert in the field of study. Please see page 7 for more specific criteria.

## JOURNAL ENTRIES

Four journals will accompany the topic research and fieldwork experience. One of the journals will require research from literary resources. See pages 8 & 9 for journal criteria and rubrics.

## PRESENTATION

The project presentation is the culminating experience that exhibits all the student has learned. Presentations must be at least 15-minutes long and highlight connections to learner qualities. Students are encouraged to get creative and consider demonstration and interactive showcases of their learning. See pages 10 & 11 for presentation criteria.

# CHECKLIST & TIMELINES

	Where to Submit?	When to Submit?
CREATE GOOGLE SITE	Click <a href="#">HERE</a> for template	By End of Q3 Junior Year
TOPIC SELECTION & LETTER OF INTENT	Submit to Google Site	By End of Q3 Junior Year
MENTOR APPROVAL FORM	Sign & Submit to Google Site	By End of Q3 Junior Year
PARENT & STUDENT ACKNOWLEDGEMENT FORM	Sign & Submit to Google Site	By End of Q3 Junior Year
<b>ALL THE ABOVE MUST BE COMPLETED PRIOR TO FIELDWORK</b>		
15-HOURS OF FIELDWORK LOG	Sign & Submit to Google Site	By FEBRUARY 1st of Senior Year
AT LEAST 4 JOURNALS	Submit to Google Site	Journal I Due: OCTOBER 1st Senior Year Journals II-IV Due:: MARCH 15th of Senior Year
SENIOR PROJECT PRESENTATION	Submit to Google Site	By MAY 1st of Senior Year
SENIOR PROJECT PRESENTATION DAY	Professional Attire & Presentation Ready	MAY 19, 2023

# TOPIC OF STUDY

The selection of a topic of study is the most important phase of the Senior Project experience. The topic selected can be an academic interest, a social service, a possible career, or a creative project that will require a depth of study to meet at least 15 hours of fieldwork. Students must choose a project that is a **stretch** for them and moves their learning beyond what they already know and can do.

# LETTER OF INTENT

Students must write a one-page letter of intent that outlines their project and details how they will align with the CHS Learner Qualities. The Letter of Intent should be written in Block Style Letter format. Each paragraph must address the following questions with specific details and explanations.

## Paragraph 1:

- *What is the topic of study and why did you choose this topic of study? Describe the details of your project. Why did you select this topic based on the theme of “What Inspires You?”*

## Paragraph 2:

- *How does this project represent a “learning stretch” and challenge you? For example, do you have prior knowledge in this area? Is this a new topic for you? Is this a possible career or future interest?*

## Paragraph 3:

- *What will you do for your fieldwork? Who is your mentor? What is his/her experience or expertise in your chosen field?*

## Paragraph 4:

- *How will you use all 5 of the CHS Learner Qualities to meet your goals and successfully complete your Senior Project?*

# FIELDWORK EXPECTATIONS

Students will complete a minimum of 15-hours of fieldwork. At least 10 of the 15 fieldwork hours will be with a mentor/expert in the field of study. Fieldwork may include shadowing, hands-on experiences, or interviews. Fieldwork must be performed above and beyond the school day and not during paid work hours. Mentors cannot be immediate family members. Students are encouraged to find mentors who are outside of the school and that truly align with their passion and interest.

# JOURNAL REQUIREMENTS

Journals are an important component of the Senior Project. All Journals must be typed and be a minimum of 250 words, with the exception of the Research Journal, which should be a minimum of 500 words. Journals should be of high quality, detailed, reflective and students must answer each of the questions for the respective journal. Students are encouraged to include visuals/pictures from their fieldwork. See below for each of the journal expectations:

## **Journal I: Goals & Expectations:**

- *What are your goals from this fieldwork & topic of study? In what ways is this project stretching your learning? What questions would you like to answer about your experience or about your chosen topic?*

## **Journal II: Experience:**

- *Provide a summary of your 15-hours of fieldwork experience. Describe an 'ah-ha' moment or memorable experience connected to your fieldwork and elaborate on the circumstances and outcomes of this moment.*

## **Journal III: Research:**

- *Answer one or two of your questions identified in Journal 1 using research from interviews, literary sources, and first-hand experience. Include an MLA Works Cited with at least 3 sources used in your response.*

## **Journal IV: Roadblocks & Reflections:**

- *What would you change if you could do it all over again? What are some obstacles you have encountered as part of your fieldwork? What are some ways you have worked through these obstacles? What new learning will you take with you? How did you meet and demonstrate the expectations of each of our 5 Learner Qualities?*



# JOURNAL RUBRIC

	<b>Exceeds (5)</b>	<b>Meets (4)</b>	<b>Does Not Meet (3)</b>	<b>SCORE</b>
<b>Research (Journal III only)</b>	<ul style="list-style-type: none"> <li>• makes effective use of available resources</li> <li>• effectively uses relevant and sufficient text support from the resources with accuracy</li> <li>• effectively uses at least three credible sources</li> </ul>	<ul style="list-style-type: none"> <li>• makes adequate use of available resources</li> <li>• uses relevant and sufficient text support from the resources with accuracy</li> <li>• uses at least two credible sources</li> </ul>	<ul style="list-style-type: none"> <li>• makes inadequate use of available resources</li> <li>• fails to use relevant and sufficient text support from the resources with accuracy</li> <li>• uses less than two credible sources</li> </ul>	
<b>Addresses the Journal Prompt</b>	addresses all aspects of the writing task with a tightly focused and detailed response	addresses the writing task with a focused response	attempts to address the writing task but lacks focus	
<b>Development</b>	develops the topic skillfully and thoroughly using at least five relevant and appropriate facts, extended definitions, concrete details, quotations, or other examples	develops the topic thoroughly using at least three relevant and appropriate facts, extended definitions, concrete details, quotations, or other examples	inconsistently develops the topic using less than three relevant or appropriate facts, extended definitions, concrete details, quotations, or other examples	
<b>Vocabulary</b>	Includes a wide variety of complex vocabulary related to the field of study that expands and enhances the response	includes appropriate and relevant vocabulary related to the field of study that supports the response	includes basic and/or limited vocabulary related to the field of study to support the response	
<b>Organization</b>	effectively organizes complex ideas and information so that each new element builds on that which precedes it to create a unified response	response includes an introduction, body that organizes complex ideas, concepts, and information to create a cohesive response, and a conclusion that supports the information presented	organizes ideas and information in a manner that may lack cohesion (ideas may be rambling and/ or repetitive)	
<b>Language/ Conventions</b>	<ul style="list-style-type: none"> <li>• demonstrates an exemplary command of standard English conventions</li> <li>• has sentences that are skillfully constructed with appropriate variety in length and structure</li> <li>• follows standard MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>• has sentences that are generally complete with sufficient variety in length and structure</li> <li>• follows standard MLA format</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>• has sentence formation errors and/or a lack of sentence variety</li> <li>• has several errors following standard MLA format</li> </ul>	

# PRESENTATION REQUIREMENTS

The culminating experience of the Graduation Project is the Presentation which provides students the opportunity to showcase their learning to panelists.

## The Senior Project Presentation must:

- Be 15-minutes in length
- Have a structured introduction. The introduction should include information about the decision-making that went into the Graduation Project topic.
- Include a summary of fieldwork and mentor experience. Include an audio/visual aid that serves to help the audience better understand what was done and learned from the Graduation Project. If the Project resulted in an actual product, this product should be part of the presentation. Students are encouraged to be creative with their presentation and to consider demonstration and interactive showcases of their learning.
- Describe the learning stretch. How was the project a challenge? How did it stretch skills and knowledge?
- Have a structured conclusion. The conclusion should summarize how students demonstrated each of the five, Learner Qualities. The conclusion should capture how this experience has impacted future decisions.
- Includes a completed Google Site that is composed of all required Senior Project Components, in an organized and visually appealing format.

**See Presentation Rubric on Following Page**

# PRESENTATION RUBRIC

	Exceeds (5)	Meets (4)	Does Not Meet (3)	SCORE
Organization Introduction Conclusion	<ul style="list-style-type: none"> <li>Organized in a logical, purposeful sequence with a clearly identified purpose/ theme</li> <li>Highly individual and purposeful introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Organized in a logical sequence with an identified purpose/ theme</li> <li>Purposeful introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Information not Organized with no purpose/theme</li> <li>Weak, unclear, or no introduction and conclusion</li> </ul>	
Learning Stretch	New knowledge explained thoroughly and clearly with specific examples of what was learned	New knowledge explained with examples of what was learned	No new knowledge explained with no examples of what was learned	
Evidence of Knowledge	<ul style="list-style-type: none"> <li>Ideas are very clear and strongly developed</li> <li>Variety of specific evidence or work products from fieldwork/research that clearly and thoroughly are explained and strongly support the purpose/theme</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are mostly clear and developed</li> <li>Some specific evidence or work products from fieldwork/research that are explained and support the purpose/theme</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are not clear and developed</li> <li>No evidence or work products from fieldwork/research that are explained</li> </ul>	
Delivery	<ul style="list-style-type: none"> <li>Exceptional vocal delivery, verbal cues, gestures, and eye contact that enhance presentation</li> <li>Engages audience with exceptional confidence and enthusiasm that reflects individuality</li> </ul>	<ul style="list-style-type: none"> <li>Adequate and appropriate vocal delivery, verbal cues, gestures, and eye contact</li> <li>Engages audience with some confidence and enthusiasm that reflects some individuality</li> </ul>	<ul style="list-style-type: none"> <li>Poor vocal delivery, verbal cues, gestures, and no eye contact</li> <li>Does not engage audience with confidence and lacks enthusiasm</li> </ul>	
Interaction & Visuals	Variety of interactive and professional visual or audio aids that are carefully prepared and enhance presentation	One or two interactive visual or audio aids that support presentation	One or two interactive visual or audio aids that support presentation	
Connection to LQs	<ul style="list-style-type: none"> <li>Clear understanding of Learner Qualities and exceptionally insightful knowledge of content</li> <li>Clearly explained connection between Learner Qualities and evidence/work product from fieldwork/ research</li> </ul>	<ul style="list-style-type: none"> <li>Some understanding of Learner Qualities and knowledge of content</li> <li>Some connection between Learner Qualities and evidence/work product from fieldwork/ research</li> </ul>	<ul style="list-style-type: none"> <li>No understanding of Learner Qualities and knowledge of content</li> <li>No connection between Learner Qualities and evidence/work product from fieldwork/ research</li> </ul>	
Panel Questions	Thoroughly answers questions with ease, clear understanding, and specific evidence	Answers questions with some understanding and evidence	Cannot answer questions with understanding	

# IMPORTANT FORMS

The following forms require submission at key points in the Senior Project process.

1. The Mentor Approval Form is signed by the student's parent or guardian and is an approval of the student's mentor choice. The Mentor also signs the form in agreement that they will abide by the Mentor Code of Conduct found [HERE](#).
2. The Parent & Student Acknowledgement Form is signed by both the parent and student as an acknowledgement of the Project expectations.
3. The Fieldwork Time Log is signed by the mentor to record the number of fieldwork hours completed.

	See Link Below to Access	When to Submit?
1. MENTOR APPROVAL FORM	Click <a href="#">HERE</a>	By MAY 1st of Junior Year
2. PARENT & STUDENT ACKNOWLEDGEMENT FORM	Click <a href="#">HERE</a>	By MAY 1st of Junior Year
3. FIELDWORK TIME LOG	Click <a href="#">HERE</a>	By February 1st of Senior Year

# STUDENT RESOURCES

The following resources were developed by students for students. These will serve as important guides and examples in creating your Graduation Project.

	See Link Below to Access
GRADUATION PROJECT TOPIC EXAMPLES	COMING SOON
SAMPLE LETTER OF INTENT	COMING SOON
SAMPLE PROJECT PRESENTATIONS	COMING SOON
A SUGGESTED TIMELINE FROM STUDENTS	COMING SOON

AND  
REMEMBER  
TO ASK YOURSELF . . .

*What inspires ME?*

GRADUATION PROJECT QUESTIONS?

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