



## Thomas Alva Edison High School/John C. Fareira Skills Center Graduation Project Class of 2015

### Overview

The **Graduation Project** is designed to be the culmination of each student's academic experience at Thomas Alva Edison High School/John C. Fareira Skills Center (Edison). It is a genuine opportunity for students to merge their various interests, passions, and curiosities with the community, the modern workplace, and their academic lives as students of Edison. Similarly, the project is a vehicle for students to demonstrate autonomy, complexity, and awareness. An education at Edison has many facets, from content area knowledge, to critical thinking, problem solving, and attaining lifelong learning skills.

In order to graduate from high school, Edison students shall complete a project that relates to their technical program of studies and/or intended career, under the supervision of members of our faculty.

The **Graduation Project** is an independent, personalized learning experience, presented through a culminating exhibition. Through multidisciplinary projects, the integration of academic and technical education is enhanced through this instructional strategy. The purpose of the high school graduation project is to ensure that students are able to analyze, synthesize, evaluate, apply, communicate, and demonstrate their knowledge and skills in their respective program of study. Furthermore, the concept of the student exhibition/presentation, as a culminating learning experience, provides the student with the opportunity to demonstrate mastery of both technical and academic skills.

## Graduation Project Timeline and Due Dates for Components

Component	Deadlines (to be determined by CTE or English teacher)
<b>12<sup>th</sup> GRADE</b>	
Draft and Final Project Proposal	
Community Service Log (12 <sup>th</sup> grade: 20 hours)	
Up-to-Date Source Summaries (form attached)	
Rough Draft of Research Paper	
Technology Component	
Product Component	
Final Research Paper	
Presentation Date	

The components listed above, as applicable, must be documented and a hard copy must be placed in the **Graduation Project Portfolio**. These components will be housed in the 3-ring binder, which will travel with and be added to throughout the students' high school career.

**Initial Student Meeting:** At this meeting, students will receive this **Graduation Project Handbook**. Guidelines and requirements will be reviewed and discussed.

**Graduation Project Proposal:** The completed project proposal will be due to your English teacher.

**Source Summaries:** The completed **Source Summaries** form is due to your English teacher. This form represents a summary of the resources that you investigated to assist in completion of your project.

**Students must have a combination of at least 3 different types** (i.e. book, Internet, interview, etc.). Students may use a resource such as [www.citationmachine.net](http://www.citationmachine.net) to assist with proper MLA formatting for the works cited page.

### The Four Main Components of the Senior Project

1. Organization and Writing (**Graduation Project Proposal**)
2. Reading and Research (**Research Paper**)
3. Use and Application of Technical Skills (**Product: Optional for Class of 2015**)
4. Oral Presentation/Portfolio (**Presentation/Portfolio**)

### **The Graduation Project Proposal**

Students will develop a project proposal. The proposal will include an overview of the project and identify measurable goals. The proposal will identify the area of focus and the purpose of the project, and will illustrate how the project connects to his/her hobby, community service, intended career, and/or workforce. The student must be able to connect his/her proposal to two of these areas.

### **The Research Paper**

Each **Graduation Project** will require a research paper that proves or informs about a specific thesis. The research paper will be a minimum of 5-7 pages, not including the cover page and works cited page. The paper will be written in MLA format and will require cited sources from research. This will be completed early in the senior year.

### **The Product (Optional for Class of 2015)**

The product is a creation based on choosing, designing, and developing a product, project, or service related to the student's interest or intended career while connecting it to the workforce.

### **The Oral Presentation/Portfolio**

A portfolio will be compiled that includes all paperwork and documentation of components completed while working on the **Graduation Project**. Each student will provide a public presentation and/or demonstration of their product, project, and/or service.

As outlined in the Overview, the Edison **Graduation Project** has four categories: a **proposal**, a **research paper**, a **physical product**, and a **presentation/portfolio**.

The first category of the project is the proposal. The proposal will outline the focus for their research and presentation.

The second category, the research paper, will be completed during the first part of the senior year. Since research is a state standard at this level, students will use English 4 or another appropriate course as a vehicle in which to create a well-conceived, well-researched, and well-written document.

The product category of the project is optional for the class of 2015. If students opt to complete this component, or are required to as part of a CTE program of studies, it would require the student to create some sort of visual aid, graphic, chart, model, or other physical representation of their work. This physical project will be the center of the student's presentation, which is the final phase/category of the **Graduation Project**. During the presentation, students will explain the learning that occurred in completing the project. Each student will give an 8-15 minute presentation to a panel of judges. They will address what they proved or informed about in their research paper, explain their physical product (as applicable), discuss obstacles encountered, and give details about what they learned. Students' ability to speak clearly and articulately will be assessed. They will wear appropriate attire and present themselves in a mature and knowledgeable manner.

### **The Product Examples**

The product component of the **Graduation Project** could be any of the following examples:

- A physical product: painting and selling your work, modeling for an agency, bridge engineering and history, creating computer program(s), rebuilding engines, constructing cabinets.
- A written product: short story, book of poetry, novelette, published articles, periodical, photographs.
- A performance: dance or music recital, drama production, music video, a formal speech in front of a large audience.
- A teaching or leadership experience: teach junior high health classes about teen alcoholism, teach about knights and armor to a middle school class, coach a little league team, or organize and hold a sports camp.

- A physical experience: learn to scuba dive, organize/run a marathon, start a fitness program and involve others, earn a brown belt in karate while training another to another level.
- A career-related project: shadow a professional in your intended career, view medical procedures, interview a professional in your intended career, arrange for a school-based guest speaker from your intended career.
- A technology project: develop a home page on the World Wide Web, computer-generated images or movies, photography and photo editing for an organized event.

## Portfolio

### **Graduation Project Portfolio Requirements: Class of 2015**

The following is the order (and checklist) for your **Graduation Project Portfolio**. It would be best to use dividers of some sort to ensure organization of your portfolio.

- Table of Contents: This might not have page numbers, but should explain the organization of the portfolio.
- Graduation Project Proposal
  - Many students revise thesis statements initially. Be sure to put your final thesis statement on the proposal.
  - Complete all sections of the proposal thoroughly and accurately.
- Paper Section
  - Research paper (rough draft, with notes for revisions)
  - Research paper (clean, revised copy) with Works Cited page
  - Presentation Materials (as applicable)
  - Pictures, etc. of different aspects of the project (make it visually appealing)

Your portfolio due date will be communicated to you at the appropriate time by your English/CTE teacher(s), or other teacher as deemed appropriate.

**GRADUATION PROJECT PROPOSAL**

Name	Academy
CTE Teacher (if applicable)	CTE Program (if applicable)
English 4 Teacher	Intended Career
Project Title	

Thesis Statement:

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Project Description:

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Project Goal: Explain what you will produce. Explain what you want to learn.

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How will you implement your project? What will you do? When will you do it? What steps do you think you will have to take in order to complete the project?

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Procedures: Describe the research, activities, and specific steps you will use to complete the project. What resources will you use? (Include: books, periodicals, computer applications, experts, etc.)

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I understand that all work on my **Graduation Project** must be original and my own work. I will clearly cite all resources used in accordance with MLA and Edison High School guidelines. Any plagiarism will invalidate my project and jeopardize my graduation. I will assume total responsibility for my project and will meet all assigned deadlines.

Student Signature	Date
Parent/Guardian Signature	Date

**As the Teacher of the student:**

<input type="checkbox"/>	I accept the proposal as written.
<input type="checkbox"/>	I do not accept the proposal because the topic does not have the potential for adequate development or does not relate to the student's CTE program or intended career.

Teacher Signature	Date
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## SOURCE SUMMARIES

- List your sources using correct bibliographic format (MLA).
- Write a short paragraph commenting on the information each resource offers. What is the new information contained in the source? How will you use this information in completing your project?

<b>1. Type of Source</b>	Date of Research
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Source in Correct Bibliographic Format

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Comment on the content of the source. What information did you learn? How will you use the information in your project?

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<b>2. Type of Source</b>	Date of Research
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Source in Correct Bibliographic Format

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Comment on the content of the source. What information did you learn? How will you use the information in your project?

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<b>3. Type of Source</b>	Date of Research
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Source in Correct Bibliographic Format

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Comment on the content of the source. What information did you learn? How will you use the information in your project?

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<b>4. Type of Source</b>	Date of Research
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Source in Correct Bibliographic Format

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Comment on the content of the source. What information did you learn? How will you use the information in your project?

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<b>5. Type of Source</b>	Date of Research
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Source in Correct Bibliographic Format

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Comment on the content of the source. What information did you learn? How will you use the information in your project?

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<b>6. Type of Source</b>	Date of Research
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Source in Correct Bibliographic Format

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Comment on the content of the source. What information did you learn? How will you use the information in your project?

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<b>7. Type of Source</b>	Date of Research
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Source in Correct Bibliographic Format

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Comment on the content of the source. What information did you learn? How will you use the information in your project?

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