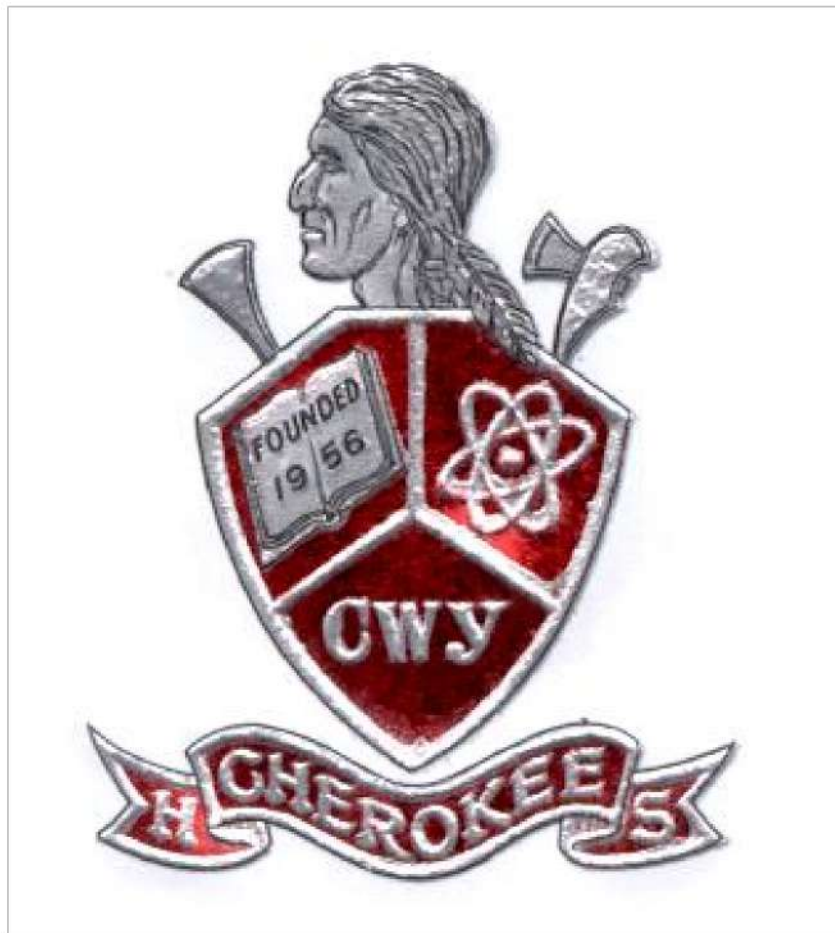


CHEROKEE HIGH SCHOOL
SENIOR CAPSTONE
CAREER PROJECT



CLASS OF 2018

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Chapter 1 – Introduction to Senior Capstone Career Project



Senior Capstone Career Project is the concluding phase of The Cherokee County School District’s *Career Pathway* model initiated to better prepare you, the student, to meet the needs of employers, technical schools, colleges, or universities in your post-secondary endeavors. This initiative provides you with a capstone **Project** to showcase the skills you have acquired over the past eleven years of public school. It combines both academic as well as career requirements intended to challenge your ability, stretch your limitations, and celebrate your individuality. In addition to completing the requirements for your senior English curriculum, you will also complete each of the four components of the **Project**:

- **Research Paper** (1st Semester) - **Product** (1st and 2nd Semester)
- **Online Portfolio** (2nd semester)
- **Presentation, Senior Boards** (2nd semester – replaces final exam)

Overview of the Four Components

1 - the Product

The most successful *Projects* and subsequent *Products* are the ones that tap into an area of interest for the student, one that he/she is passionate about pursuing as a potential career when he/she completes high school. By tapping into this individual resource, the student innately receives the motivation necessary to meet the challenges, overcome the obstacles, and excel in the completion of his/her *Product* and ultimate *Project*.

With this in mind, choose a *Product* that taps into your passion, extends your learning, stretches your potential, and challenges your abilities. What that may be is up to you. The goal is to find something that you have never done before but always wanted to do - or - something that you have done before but want to take to a new level. Just remember the *requirements*. Your selection must provide you with a “learning stretch,” one that will take you at least 15 hours outside of class to complete (half of which must be completed with your facilitator), as well as one that is directly related to a career that is of interest to you.

For example: A possible *Product* for someone who might be interested in a career in Advertising would be to design an *effective sustained* advertising campaign for a local business – *more* than just a single poster or video.

2 – the Paper

After you have decided upon a *Product*, you will need to know more about it and the field to which it is related. This is where the *Research Paper* comes in. No problem. For the past three years, you have researched a topic and written a paper. This paper only builds on those skills.

For example: If you plan to design an advertising campaign, you might want to write a paper titled “Trends in Advertising: Ineffective vs. Effective Advertising Campaigns.” Obtaining this information from your research will enable you to create a dynamic *Product*.

3 – the Online Portfolio

The purpose of the *Online Portfolio* is to document your entire **Senior Capstone Career Project** process, from inception to completion, while also building valuable computer skills. It is graded by your teacher, but it is previewed by your Judges for *Senior Boards* as an introduction to you and your *Project*. With this in mind, you will want to create an *Online Portfolio* that celebrates your individuality and creativity as well as one that conveys the time and effort you put forth in completing your *Project*!

4 - the Presentation

The culminating component of **Senior Capstone Career Project** is the *Presentation - Senior Boards* – your final exam for senior English. Your formal *Presentation* will be given before a panel of Judges, one teacher and two community members. You will tell them about your *Project*: the thesis you supported in your *Research Paper*, the connection between your *Product* and your *Paper*, and the process you followed in the completion of your *Product*. You will end your *Presentation* by explaining to the Judges what you have learned about yourself – how you have grown as an individual and how it has prepared you to accomplish your future goals. This is the time to celebrate the passion that went into your **Senior Capstone Career Project** as you proudly present your accomplishments: you challenged yourself and excelled!

Required Forms

- [Proposal: Senior Capstone Career Project Approval Form \(Appendix B\)](#)
- [Senior Capstone Career Project: Parent/Guardian Consent Form \(Appendix C\)](#)
- [Student Agreement Form: Project Facilitator’s Role \(Appendix D\)](#)
- [Project Facilitator Agreement Form \(Appendix E\)](#) ✓
- [Product Verification Form \(Appendix G\)](#)

Required Due Dates – ([Appendix A](#))

Use of Campus Facilities

For some *Projects*, finding a facility in which to hold performances, demonstrations, meetings, or fund raisers is an important consideration. **Do not assume that campus facilities will be available for your use.** Many activities are scheduled in the gyms, cafeteria, theater and other campus facilities. If you would like to hold an event at school, one of your **Project Facilitators** must be a *teacher*. This at-school liaison is necessary for securing administrative and county approval for the event, scheduling the event on the school calendar, and arranging for custodians and security, if necessary. This must be done as soon as possible in the year, ***no later than six months prior to your event.***

Chapter 2 –The Product



How Do I Choose A Product?

Because **Senior Capstone Career Project** will be one of the most important assignments of your high school career, not to mention the fact that it will take up much of your time in the coming months, you need to consider your choice for the **Product** very carefully. As stated earlier, the most successful **Products** are the ones that result from a student’s passion about their topic. The reason this is so important is that it gives students the motivation necessary to meet the challenges, overcome the obstacles, and persevere in the fruition of their **Product**.

Pre-planning

Think about all of the things you are *passionate* about or interested in—things you would like to fix, do, learn, understand, see, improve, create, experience, or own. Brainstorm your ideas as they come to you; don’t edit yourself at this point. If you’re into sailing and want to sail solo to Hawaii, write it down. You can always eliminate ideas later if they turn out to be impractical or too expensive. Narrow your ideas down to three or four which are “do-able” and prioritize them. In deciding whether or not a particular **Product** idea will work, take into consideration whether or not research information will be available and whether the **Product** is one which you can financially afford to undertake. Also, consider if it will maintain your interest for eight months, take you at least *fifteen hours* to complete (half of which must be completed with your facilitator), *stretch your abilities*, *challenge your limitations*, provide you with a **learning stretch**, and be appropriately connected to a career you might wish to pursue later on in life.

Considerations

- **Cost:** Your grade is NOT based on how much you spend on your *Product*.
- **Time:** Your *Product* must be completed by the due date, no extensions.
- **Product:** *Tangible* evidence of the skills you acquired in satisfying your *learning stretch* (i.e. your portfolio) must be presented in class in April for *Stand and Deliver* and *Senior Boards*. Think carefully and creatively about how you will present your *Product*: a demonstration, performance, or portfolio displaying your skills, or physical evidence to explain the skills required to complete *Product*.
- **Transportation:** Accessibility to and from lessons or meetings with your *Project Facilitator* must be taken into consideration.
- **Equipment:** If the *Product* requires special equipment (sewing machine, saw, computer), consider whether or not it is available and working.
- **Special Permission:** Remember that visiting or observing at many sites requires special permission. *Call ahead* to make arrangements.

Types of Products

- **Physical Product** – Shape a surfboard; learn to oil paint; make stained glass windows; design a webpage; restore a boat; install a sound system in a car; design a house/building; write and direct a film; build a piece of furniture, etc.
- **Written Product** – Write a family history; write a book of poetry/short stories, etc.; write a screenplay; write and illustrate a children’s book, etc.
- **Performance Product** – Choreograph and perform a dance; organize an improvisational theatrical group; direct a short drama piece; learn to play an instrument, etc.
- **Leadership Experience Product** – Coach a little league team; organize an advocacy group; teach others in an area in which you have skills and expertise, etc.
- **Physical Experience Product** – Go on a wilderness survival trip; run a marathon/10k/5k; train for a special event, etc.
- **Career Related Project** – Teach a lesson to an elementary class; work with police officers and extend your experience by completing a product based on what you learned, etc.
- **Community Service Project** – Obtain donations for a local non-profit organization; organize a community service event; identify a school problem and work to improve the school in this area, etc.

Please note: Any product requiring the collection of funds for any reason (sale of products, collection of donations, etc.) *must* be approved by CHS administration. After approval, all funds must be tracked as per Cherokee High School policy.

Requirements for the Product

It must . . .

- reflect tangible evidence of your *learning stretch*. **Job shadowing alone is not a product.**
- be a *Product* you haven’t done before, have had absolutely no experience with, or one that *builds* on the skills and knowledge you already possess but yet goes beyond that knowledge to create a higher level of learning.
- be student-generated.
- be related to your *Research Paper*.
- be linked to a *Career* you are considering pursuing in your postsecondary endeavors.
- take a minimum of **15** hours to complete, half of which (at least 7 hours and 30 minutes) should be done with the help of/in the presence of your Project Facilitator.

- be documented regularly throughout both semesters by keeping a *Product Work Log* as well as a *Pictorial Log* to record steps taken, time spent, expenses incurred, and photographic evidence (at least 9, one of which needs to be you and your facilitator) of your progress. Both logs will be turned in at specified intervals for periodic checks.

Ineligible Products

No purchased or ready-made models or kits will be accepted.

Job shadowing alone is not an acceptable product.

Product Verification form

IMPORTANT: Before the Portfolio can be graded and before you can present at Senior Boards, the *Product Verification Form (Appendix F)* must be approved and completed by your Project Facilitator(s) and submitted to your English teacher. Any form determined to be forged will result in an automatic zero for the Senior Capstone Career Project grade.

Senior Capstone Career Project Approval

Once you have decided on the *Product* for your **Senior Capstone Career Project**, you are to submit the following forms to your teacher for approval:

- [*Proposal: Senior Capstone Career Project Approval Form \(Appendix B\)*](#)
- [*Parent/Guardian Consent Form \(Appendix C\)*](#)
- [*Student Agreement Form: Project Facilitator's Role \(Appendix D\)*](#) ✓ [*Project Facilitator Agreement Form \(Appendix E\)*](#)

Important: Before you can begin work on your *Product*, these forms must be turned in for approval of your *Product*. Products that are not approved by the deadline will receive no credit; Online Portfolios will not be accepted, and students will not be allowed to present their *Project* at Senior Boards. Once your approval form is signed, however, feel free to congratulate yourself; you've just taken the first step toward completing your Senior Capstone Career Project requirement.

Chapter 3 - Product Work Log Journal (with Pictures Included)



Since much of the work on your **Senior Capstone Career Project** will be done outside of class, you will need to keep accurate records of the time you devoted to completing your *Product*, the expenses you incurred, where you went, who you talked to, what you learned, what obstacles you overcame, and how you overcame those obstacles. In addition to keeping a digital log of your *Product* from the inception to the completion, you will need to add pictures that further document your *Product* as it evolves. Your *Work Log Journal (with pictures included)* will be an essential component of your *Online Canvas Portfolio*.

Requirements:

- Begin work on your *Work Log Journal (with pictures included)* the moment you begin work on your *Product*. Documentation in your Canvas site should be incremental throughout the process, indicating a prolonged and sustained effort on part of the student to develop and complete a worthwhile and acceptable *Product*. Be aware that the blog function on Canvas timestamps everything, so once an item has been published, there is no way to backdate entries. This means you must be certain to log your hours in Canvas as you complete them.
- Document your hours each time you work on your *Product* and/or meet with your *Project Facilitator*. (**Note:** Each of the four progress checks must reflect at least one meeting with your PF. Periodic checks with *PF* will be made by your teacher.)
- Begin each entry with the time and date of the work being done, followed by a narrative of what was done and/or any thoughts on the work at hand, and end with the actual time (hours, minutes) you spent working on your *Product* during that session followed by the total time thus far (ex. 1.5 hours this session/12 hours total thus far).
- Include in your *Work Log Journal (with pictures included)* not only a description of what you did, but also a reflection on the successes and failures, frustrations and victories you met along the way. In other words, your *Work Log Journal* should be a *Log*, not just of time and work done, but of feelings, emotions, and reactions as well. A *Work Log Journal* entry could cover as little as a short phone call to arrange an interview or as much as a day spent white water rafting.
- Making accurate entries in your *Work Log Journal (with pictures included)* will enable your teacher to better evaluate your *Product* and your *Judges* for *Senior Boards* to evaluate the effort you put forth in creating your *Product*.

- In addition to the entries made in writing, pictures should be added to the entries throughout the process. For each *progress check*, a total of three pictures will be required, pictures which can be inserted throughout the *Work Log Journal (with pictures included)*. Begin taking pictures and creating captions for those pictures (3 beginning of process, 3 middle of process, 3 of final stages) as soon as you begin work on your *Product*. **One picture must show you with your project facilitator.**

Once all students have been trained on the basics of Canvas, more information will be forthcoming on the process of logging your hours within this program.

Chapter 4 – The Project Facilitator



what is the Role of a Project Facilitator?

The role of the *Project Facilitator(s)* will vary depending on each student's *Product*. The expertise of the *Project Facilitator (PF)* makes it possible for students to complete the second component of their *Project* - the *Product*.

•**Sustained Instruction:** The *PF*'s role may be to give *sustained* instruction in the form of a progression of *lessons* where the student might learn how to scuba dive or how to communicate through the use of Sign Language. In this case, the student will meet with his/her *PF* on a *regular basis* in completing most of the 15 required hours (at least 7 hours and 30 minutes, half of the 15 hours, must be spent with the *PF* working on the *Product*). To satisfy the remaining hours required for the "learning stretch," the student will then decide how to reveal his/her new skill(s) as a *tangible Product*: create a demonstration, make a portfolio/scrapbook/cookbook, or create a video and/or a portfolio. It must be separate from your **Senior Capstone Career Project Portfolio**.

- **Periodic Instruction:** On the other hand, the *PF*'s role may be to provide *periodic* instruction with the student. The student meets with *PF* for step-by-step instruction, but the student completes each task on his/her own without the *PF* present. Though much of the required 15 hours is completed away from the *PF*, the *PF* still provides the student with the expertise necessary to create a challenging yet achievable *Product* (and at least 7 hours and 30 minutes, half of the 15 hours, are spent with the *PF* working on the *Product*). Once again, to satisfy the remaining hours required for the "learning stretch," the student will then decide how to reveal his/her new skill(s) as a *tangible Product*: create a demonstration, make a portfolio/scrapbook/ cookbook, or produce a video and/or a portfolio. It must be separate from your **Senior Capstone Career Project Online Portfolio**.
- Fundamentally the role of the *PF* is to . . .
 - enable the student to create a challenging yet achievable tangible *Product*.
 - guide, encourage, and oversee the student's progress.
 - verify the time student spends on his/her fieldwork (minimum of 15 hours).

Is it possible to have more than one Project Facilitator?

Yes, in fact, you may *need* more than one. For example, if you want to learn how to use a manual camera and acquire the skills for taking pictures with different subjects and backgrounds, you will have one *PF*. However, if you decide to mat and frame your photos, you may need to seek help from another *PF*. Any extra *PF* requires additional forms, so make sure you have them completed and submitted. A good rule would be that any *PF* who helps you more than two to five hours should have signed forms (Appendixes C, D, E, and F).

How do I find a Project Facilitator?

- Your *Project Facilitator* will be someone you seek out for his/her expertise or knowledge on your topic. Your teacher may have a list of people who have expressed an interest in helping, but he/she cannot guarantee you will find someone in the area you are looking to pursue. It is ultimately your responsibility to find a *Project Facilitator*.
- Your *Project Facilitator* cannot be a family member.
- Your *Project Facilitator* cannot be a member of the Cherokee High School faculty.
- Your *Project Facilitator* must be at least 25 years old.
- Your *Project Facilitator* must be someone who you meet with face-to-face or can have regular contact with throughout your time working on the product.

Required Forms

- Submitted to your teacher *before* beginning work on your *Product*:
 - [Parent/Guardian Consent Form \(Appendix C\)](#)
 - [Student's Agreement Form: Project Facilitator's Role \(Appendix D\)](#) ○ [Project Facilitator's Agreement Form \(Appendix E\)](#)
- Submitted to teacher *after* completion of *Product*.
 - [Product Verification Form \(Appendix G\)](#)

Your Product and your Online Canvas Portfolio will not be graded and a time slot for your Presentation at Senior Boards cannot be scheduled unless these forms are submitted to your teacher by the due date.



Chapter 5 – The Research Paper

The Paper - Your *Research Paper* is NOT a chronicle of “What I did for my Senior Project” nor is it a “how to” paper or a “report.” Rather, *it is* a paper

that supports a *thesis*, your stance/evaluation of a specific issue associated with your topic. *For example*, by comparing and contrasting the latest trends in the field of advertising, you will be able to evaluate which campaign strategies are most effective for your target audience. After formulating your *thesis*, you will research your topic to find *specific details* to support your point of view.

Your foundation for writing this paper has been well established throughout the past three years; this one is simply an extension of those skills. Specific guidelines and due dates for each stage of the process will be covered by your English teacher and confirmed in written instruction.

Acceptable Paper Topics and Related Products

Paper Topics

Related Products

✓	The Competitive Edge in the Restaurant Business: Current Trends	Design a restaurant reflecting those trends and build a scale model of your restaurant
✓	Missing Children: Found but Coping with the Psychological Trauma	Organize a Fund Raiser for a Missing Children Foundation
✓	Challenges/Rewards in Working with Down Syndrome children	Coach or participate in the Special Olympics
✓	Past vs. Present: Effective Strategies For Teaching Reading	Design a lesson and work as a teacher's for a first grade class; create a portfolio
✓	Industry Standards & Prevention of E-coli Bacteria in Groundwater	Test and monitor E-coli bacteria in local groundwater; compile data in a portfolio
✓	Causes/Effects of Teenage Drinking	Design and implement a Red Ribbon campaign.
✓	Compare/Contrast the Effects of High-Impact Exercise to Low-Impact Exercise	Develop and choreograph a high-impact program and teach a class.
✓	The Art of Photography: Effectiveness of Latest Technology	Learn how to use a manual camera; create a portfolio reflecting progression of acquired skills; learn how to mat and

frame pictures

Chapter 6 - The Online Canvas Portfolio



What is the Senior Capstone Career Project Online Canvas Portfolio?

The *Online Canvas Portfolio* is an organized digital notebook documenting your challenging journey as you completed your *Senior Capstone Career Project*.

Why Do I Need an Online Canvas Portfolio?

- 1.) It allows your Judges for *Senior Boards* to evidence your progress in completing each component of the *Project*.
- 2.) It gives the Judges a first impression of you.
- 3.) It offers Judges an opportunity to prepare questions they would like to ask you about your *Project*.

Your online Canvas portfolio will be graded by your senior English teacher and then shared with your judges for their review prior to your presentation. This portfolio will contain the following documents:

- A. Introduction to Project" section (via Sway) which includes:
 - a. Image which displays topic of the Senior Project,
 - b. Student's name,
 - c. Teacher's name(s),
 - d. Dazzling introduction to the project/product to engage the judges
- B. E-portfolio also includes:
 - a. Letter to Judges (clean, edited copy)
 - b. Proposal form (edited copy)
 - c. Research Paper with Works Cited page (clean, edited copy)
 - d. Project Facilitator Biography and Picture with Student
 - e. Product Work Log
 - f. Pictorial Log (minimum of 9 pictures *with captions* – one must be with mentor)

The full rubric for the Canvas portfolio can be found in **Appendix H**.

Chapter 7 - The Presentation, Senior Boards



The Presentation - Applaud yourself for your accomplishments on the first three components of your Senior Capstone Career Project. You have researched an issue related to your topic and written an in-depth *Research Paper*. You have devoted at least 15 hours in completion of your *Product*. You have compiled a professional *Online Canvas Portfolio* documenting your journey over the past year. Now, you are ready to celebrate your accomplishments and share your discoveries as you complete the final component of the project, **Senior Boards**.

Presentation requirements

- **Prepare an 8- 10 minute Presentation** (timed: no less than 8 – no more than 10)
- **Create at least two visuals**
Remember that visuals are important not only to show the judges what you have accomplished but to also to provide you with a pictorial progression of what you want to say. The visuals will enable you to keep your **Presentation** focused and organized, as well as lessen any apprehension you may have about talking in front of people. **One of your visuals will be your Online Canvas Portfolio.**
- **Create note cards**
Place only *key words or phrases* on your note cards, just enough to jog your memory about what you want to say next. Note: *Avoid* placing complete sentences or jamming too much information on your note cards since this may lead you down a *major pitfall* in presenting, reading rather than telling.
- **Dress**
Your attire for Senior Boards should *complement* your Presentation rather than become a distraction that takes away valuable points from your grade. Use the following guidelines in making your decision about what to wear.
 - *Avoid wearing jeans, shorts, t-shirts, skirts that are too short or too tight, tops that are too short, too low, or too tight.*
 - *Instead, guys should wear collared shirts, dress pants or khakis (a sport coat or suit, if you prefer). Girls should wear either an appropriate dress, skirt, or dress pants and a conservative top or jacket (a suit, if you prefer).*
 - *Your hair: Wear your hair in a manner that will allow you to keep eye contact with your Judges. Any fiddling with your hair during the Presentation will distract the Judges and may result in a lower score.*
- **Essential Delivery Components:**
 - *Eye Contact* with your Judges (Avoid turning your back to them.)
 - *Body Composure* (Avoid leaning on the podium – stand with confidence.)
 - *Vocal Expression* (Moderate your speech - neither too low – too high– too fast.)

- *Personal Expression* (It's okay to be *enthusiastic*! In fact, allowing your passion about your *Project* to show will go a long way in impressing the Judges and in making a dynamic Presentation!)

Speech Outline

Directions: Create the following outline in preparation for your *Presentation*. You may embellish it to complement your *Presentation*, but make sure you cover the basics. (See Evaluation Rubric for Presentations located in [Appendix I.](#))

Outline format – Use key words or phrases **only** in creating your outline.

I. Introduction

- A. Introduce yourself, shake hands with judges, and thank them for coming.
- B. Capture the attention of your Judges.
- C. Briefly introduce your Project, the *thesis* you supported in your *Paper*, and how the product you created relates to your paper.

II. Body

- A. Introduce your *Product* and explain the process you went through to complete your *Product*.
- B. Explain how the *Product* was a “learning stretch” – how it challenged your ability and creativity and allowed you to problem-solve as you met and overcame obstacles.
- C. Explain the pride and the great sense of success that you feel now that your *Project* is accomplished!

III. Conclusion

- A. Conclude with what you learned about yourself through your Senior Project journey, and state whether or not the career associated with your *Project* is something you still want to pursue.
- B. Thank the Judges for their time.

FINAL NOTES

- All videos and PowerPoint presentations must be saved on a flash drive.
- Video clips are limited to *two* minutes if sound is included in the video. You may use a *four* minute video if you are narrating the video rather than using the sound.
- Prepare to answer questions from the Judges about your *Project* and/or *Product*.

Assignments for College and Career Prep 2017-2018

Due Date

- *Proposal: Senior Capstone Career Project Approval Form* Wednesday, August 16
- **1st - 5 Sources and Analysis** Wednesday, August 30
- **FINAL DATE TO CHANGE PROJECT** Wednesday, September 6
- **2nd - 5 Sources and Analysis** Wednesday, September 13
- **Research Paper: *Working Outline*** Wednesday, September 27
- **Research Paper: *Rough Draft*** Wednesday, October 4
- **Research Paper: *Final Draft*** Wednesday, November 8
- *APPENDIX C - Parent/Guardian Consent Form* Wednesday, December 6
- *APPENDIX D - Student Agreement Form* Wednesday, December 6
- *APPENDIX E - Project Facilitator Agreement Form* Wednesday, December 6
- *APPENDIX F - Project Facilitator Biography Form* Wednesday, December 6
- **Product Log/With Pictures**
 - *1st progress check* Wednesday, January 10
 - *2nd progress check* Wednesday, February 7
 - *3rd progress check* Wednesday, March 7
 - *Completed Logs Due* Day of Stand & Deliver
- *APPENDIX G - Product Verification Form* Wednesday, April 11
- **Letter to the Judges** TBD by Teacher
- **Speech Plan** TBD by Teacher
- **Stand and Deliver – In class preparation for speech** April 16 - 20
- **Online Portfolio** Day of Stand & Deliver
- **Senior Boards/Presentations** April 24 & 25

Each step must be completed in the order given. Keep in mind that this process and the project account for a large portion of your grade in the class (25% in the first semester and 35% in the second semester). In fact, two categories will exist within the grade book each semester: one designated “Senior Capstone Career Project Assignments” will be worth 10% of your first semester average and 15% of your second semester average. The other titled “SCCP Research Paper” (1st semester) and “SCCP Online Portfolio and Senior Board Presentation” (2nd semester) will be worth 15% and 20% respectively. With these weights in mind, work not turned in on the assigned due date will jeopardize your successful completion of the Senior Capstone Career Project as well as graduation.

Appendix A.2

Assignments for AP and Honors Classes 2017-2018

	<u>Due Date</u>
• <i>Proposal: Senior Project Approval Form</i>	Wednesday, August 16
• FINAL DATE TO CHANGE PROJECT	Wednesday, August 23
• 10 Sources and Analysis	Wednesday, August 23
• Research Paper: <i>Working Outline</i>	Wednesday, August 30
• Research Paper: <i>Rough Draft</i>	Friday, September 8
• Research Paper: <i>Final Draft</i>	Friday, September 29
• <i>APPENDIX C - Parent/Guardian Consent Form</i>	Wednesday, October 25
• <i>APPENDIX D - Student Agreement Form</i>	Wednesday, October 25
• <i>APPENDIX E - Project Facilitator Agreement Form</i>	Wednesday, October 25
• <i>APPENDIX F - Project Facilitator Biography Form</i>	Wednesday, October 25
• Product Log/With Pictures	
○ <i>1st progress check</i>	Wednesday, December 6
○ <i>2nd progress check</i>	Wednesday, January 10
○ <i>3rd progress check</i>	Wednesday, February 7
○ <i>4th progress check</i>	Wednesday, March 7
○ <i>Completed Logs Due</i>	Day of Stand & Deliver
• <i>APPENDIX G - Product Verification Form</i>	Wednesday, April 11
• Letter to the Judges	TBD by Teacher
• Speech Plan	TBD by Teacher
• Stand and Deliver – In class preparation for speech	April 16 - 20
• Portfolio	Day of Stand & Deliver
• Senior Boards/Presentations	April 24 & 25

Each step must be completed in the order given. Keep in mind that this process and the project account for a large portion of your grade in the class (20% in the first semester and 30% in the second semester). In fact, two categories will exist within the grade book each semester: one designated “Senior Capstone Career Project Assignments” will be worth 10% of your first semester average and 10% of your second semester average. The other titled “SCCP Research Paper” (1st semester) and “SCCP Online Portfolio *and* Senior Board Presentation” (2nd semester) will be worth 10% and 20% respectively. With these weights in mind, work not turned in on the assigned due date will jeopardize your successful completion of the Senior Capstone Career Project as well as graduation.

Appendix B

Proposal for Senior Capstone Career Project: Approval Form



Student Name: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Parent/Guardian Phone: [Click here to enter text.](#)

E-mail: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Approved: Yes No

Directions:

Describe your *Product* and respond to the following questions in as much detail as possible.
All questions **MUST** be completed thoroughly to receive approval for your *Product* and *Project*.

- 1) **Describe what you are proposing to do for your *Product* step-by-step and in detail.**
[Click here to enter text.](#)
- 2) **What is your previous experience in this area of study?** [Click here to enter text.](#)
- 3) **How is this *Product* a “learning stretch” and challenge for you?** [Click here to enter text.](#)
- 4) **How is this *Product* related to a career you are interested in possibly pursuing in the future?** [Click here to enter text.](#)
- 5) **How long do you expect it to take you to complete your *Product*?** [Click here to enter text.](#)
- 6) **When and where will you work on your *Product*?** [Click here to enter text.](#)
- 7) **What are your estimated costs for completing the *Product*, and how will you fund these costs?** [Click here to enter text.](#)
- 8) **What ideas do you have for finding a Project Facilitator?** [Click here to enter text.](#)
- 9) **What expertise does this person need to have in order to be beneficial to you and your project?** [Click here to enter text.](#)
- 10) **What steps will you need to take before you begin work on your *Product*?**
[Click here to enter text.](#)

11) What concepts, skills, knowledge, career goals do you hope to attain upon completion of your *Product*?

Click here to enter text.

12) How will you demonstrate your *Product* for *Presentation at Senior Boards*? Click here to enter text.

I hereby agree to complete the above stated *Product* in partial fulfillment of my Senior Capstone Career Project requirement. I understand that I will not be allowed to change my topic after the date shown in Appendix A. I understand that I must also obtain my parents' or guardians' permission on the proper form before this agreement is valid.

Click here to enter text.

Student Name AND Date

X

Student Signature
Senior, Class of 2018

X

Parent/Guardian of Student

Proposal - Senior Capstone Career Project Approval Form - (example)



Student Name (please print) _____

Address _____

Home Phone _____ E-mail _____

Teacher _____ Date _____

Directions: Describe your *Product* and respond to the following questions in as much detail as possible. All questions must be completed thoroughly to receive approval for your *Product*.

1) Describe what you are proposing to do for your *Product* step-by-step and in detail.

For my Senior Capstone Career Project, I will learn to cook three different meals from three different cultures. I will prepare an Italian meal, a Mexican meal, and a Vietnamese meal. This will include developing the menu, shopping for ingredients, practicing preparing the various dishes using my family as guinea pigs, and ultimately preparing each meal for a group of 8-10 dinner guests. Finally, I will compile the recipes I prepare into a cookbook.

2) What is your previous experience in this area of study?

My experience with cooking is very limited. I can pour a bowl of cereal and make peanut butter and jelly sandwiches, but that's about it. I generally don't go near the stove and only use the microwave occasionally.

3) How is this *Product* a "learning stretch" and challenge for you?

As I mentioned earlier, I have very little experience actually cooking. I will need to learn which ingredients and spices are used by each culture, what the cooking times are for each dish, and the preparation techniques and cooking methods; all this be a new challenge for me. Also, adjusting the amounts needed to feed a large group of people will be more difficult than just cooking for just my parents and my brother.

4) How is this *Product* related to a career you are interested in possibly pursuing in the future?

This product relates to a career in the culinary arts. The skills I will learn and develop as I progress through the creation of this product will give me the basic knowledge to work in most food service environments. Additionally, if I decide that culinary school is an option after high school, I will at least have a frame of reference regarding simple prep-work and cooking processes.

5) How long do you expect it to take you to complete your *Product*?

I expect each meal to take about 8 hours. That will include working with my *Project Facilitator* to develop a menu. After I'm finished, I expect to spend three hours publishing the cookbook.

6) When and where will you work on your *Product*?

I'll be meeting my *Project Facilitator* at her house. I'll also be cooking at my house for my family and probably my dinner guests although it's possible that those gatherings could take place at someone else's house. I'll be doing this on weekends and after school and plan to complete one dinner party a month.

7) What are your estimated costs for completing the *Product*, and how will you fund these costs? I estimate that each meal, including the food for my family and dinner guests, will cost roughly \$150.00. My parents have agreed to pay half (since they've got to eat anyway), and since I have a part-time job, I can save the other half over the next several months.

8) What ideas do you have for finding a *Project Facilitator(s)*?

I plan to go to local restaurants and speak to the chefs there to see if they would be interested in working with me on my project.

9) What expertise does this person need in order to be beneficial to you and your project?

My Project Facilitator must be an expert in the field of cooking in a restaurant. He must currently be working a restaurant so that I can get hands-on experience.

10) What steps will you need to take before you begin?

I'll have to conference with my Project Facilitator to make sure I have access to proper cookware and utensils. Other than that, we'll begin developing the menu!

11) What concepts, skills, knowledge, career goals do you hope to attain upon completion of your *Product*?

As a senior, I'll be on my own before long, and I expect cooking to be a valuable skill when that time comes. Hopefully, learning a range of types of cooking will give me a broader understanding of different skills I'll need to cook for myself in the future: staying within a budget, time management, cooking and preparation methods and techniques. Also, learning to cook for a large group of people may translate into job opportunities in the food industry.

12) How will you demonstrate your *Product* for *Presentation at Senior Boards*?

In addition to the cookbook, I'll have copies of my menus, review cards my guests will fill out, pictures and/or video of me preparing the meals and serving my guests, receipts from grocery shopping, and samples of one of the dishes I learned to make.

I hereby agree to complete the above stated *Product* in partial fulfillment of my Senior Project requirement. I understand that I will not be allowed to change my topic after the date shown on Appendix A. I understand that I must also obtain my parents' or guardians' permission on the proper form before this agreement is valid.

Sally Smith

5/12/17

Name

Date

Sally Smith

Signature

Dr. Lewis

Parent Signature

**Senior Capstone Career Project:
Parent/Guardian Consent Form**



- As the parent/guardian of _____, a 2017-2018 senior at Cherokee High School, I am aware that my son/daughter is required to successfully complete the *Senior Capstone Career Project* in addition to his/her senior year English curriculum. I am also aware that the four components of the **Project** are the *Research Paper*, a *tangible Product*, a *comprehensive Portfolio*, and a *Presentation* before a panel of judges from the community and school known as *Senior Boards*.
- I understand that the **Project** selection is student-centered and career-related. I realize **the tangible Product that is due in April 2018** must relate to the *Research Paper* and represent a “learning stretch.”
- I know that if my son/daughter plagiarizes any of the three components prior to *Senior Boards*, he/she will have to complete an entirely new **Project** and submit a *Portfolio* of the new Project by the required date. In doing so, he/she will become eligible for completion of the fourth component, the Presentation.
- **I understand that if my son/daughter has a forged signature on his/her Project Facilitator Verification Form, he/she will receive an automatic zero for the Senior Capstone Career Project.**
- The *Project Facilitator(s)* chosen by my son/daughter is/are _____.
I assume all responsibility for costs and risks inherent in his/her chosen **Project**. Although seniors may be provided a list of individuals in the community who have an interest/expertise in certain areas, I am aware that these individuals are not endorsed by nor are their credentials screened or reviewed by the Cherokee County School District. Therefore, I understand that it is my responsibility as the parent/guardian to review the qualification and/or licensing of this *Project Facilitator* prior to giving my consent/endorsement as well as to provide all supervision of my child while working with this individual on his/her *Product*.
- Cherokee County School District has not undertaken any background checks on the *Project Facilitator*. It is the responsibility of each parent to ensure the suitability of the *Project Facilitator* that you and your student select.

Parent/Guardian Name (please print): _____

Address: _____

City, State, Zip: _____

Email Address: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Agreement Form: Project Facilitator's Role



Name of Project Facilitator: _____

Area of Interest/Expertise: _____

Phone #: _____

Email Address: _____

Read the following statements and sign below to acknowledge that you understand *your* role as well as that of your *Project Facilitator* in completing the *Product* component of your **Senior Capstone Career Project**.

- I understand that I have to give my *Project Facilitator* a copy of the *Project Facilitator Agreement Form*.
- I understand that it is my responsibility to present my *Project Facilitator* with my *Proposal: Senior Capstone Career Project Approval Form* which outlines the projected steps, costs, and timeframe projected for completion of my *Product*.
- I understand that my *Project Facilitator's* role is to enable me to create a challenging yet achievable *Product*. Depending on the nature of my *Product*, I may meet with him/her on a *sustained* basis or a *periodic* basis. Whether I meet with him/her over a *sustained* period of time or on a *periodic* basis, I will meet with my *PF* at specified intervals to acquire the knowledge necessary to complete the *Product*, spending at least half of the required 15 hours working with my *PF*.
- I understand that my *Project Facilitator* will be asked to verify the time I spend on my fieldwork (minimum of fifteen hours) by completing the *Product Verification Form*. I also understand that my *PF* must submit the *Product Verification Form* to my teacher upon completion of my *Product* confirming it is my work.
- I understand that my parent/guardian or relative cannot serve as my *Project Facilitator* and that my *PF* must be someone who resides locally and who is at least 25 years old.
- I understand that my parents/guardians must sign the *Senior Capstone Career Project: Parent/Guardian Consent Form* endorsing my *Project Facilitator* and that it must be turned in to my teacher by the designated due date.
- I understand that if it is determined that the *Project Facilitator Verification Form* has a forged signature, I will receive a zero on the Senior Project.

Student Signature: _____ Date: _____

Project Facilitator Agreement Form:



Thank you for volunteering your time to serve as a **Project Facilitator** for the **Senior Capstone Career Project** at Cherokee High School. This *Project* offers seniors a real world experience as they journey into a topic of their choice, one that they are passionate about and one that they link to a career. Throughout the year, they pursue this “learning stretch” as they complete each of the four components of the *Project*: a *Research Paper*, a *Product*, a *Portfolio*, and **a culminating Presentation at the April Senior Boards.**

- **Sustained Instruction:** The *PF*'s role may be to give *sustained* instruction in the form of a progression of *lessons* where the student might learn how to scuba dive or how to communicate through the use of Sign Language. In this case, the student will meet with his/her *PF* on a *regular basis* in completing most of the 15 required hours (at least 7 hours and 30 minutes, half of the 15 hours, must be spent with the *PF* working on the *Product*). To satisfy the remaining hours required for the “learning stretch,” the student will then decide how to reveal his/her new skill(s) as a **tangible Product**: giving a creative demonstration, creating a portfolio/scrapbook/cookbook, making a video and/or a portfolio, etc.

- **Periodic Instruction:** On the other hand, the *PF*'s role may be to provide *periodic* instruction with the student. The student meets with *PF* for step-by-step instruction, but the student completes each task on his/her own without the *PF* present. Though much of the required 15 hours is completed away from the *PF*, the *PF* still provides the student with the expertise necessary to create a challenging yet achievable *Product* (and at least 7 hours and 30 minutes, half of the 15 hours, are spent with the *PF* working on the *Product*). Once again, to satisfy the remaining hours required for the “learning stretch,” the student will then decide how to reveal his/her new skill(s) as a **tangible Product**. Such as giving a creative demonstration, creating a portfolio/scrapbook/ cookbook, making a video and a portfolio, etc. (This portfolio is separate from the *Docs.com Portfolio*.)

- Fundamentally the role of the *PF* is to . . .
 - enable the student to create a challenging yet achievable tangible *Product*.
 - pose for a picture and provide information for a student-written biography.
 - guide, encourage, and oversee the student’s progress.
 - verify the time the student spends on his/her fieldwork (minimum of 15 hours).

Please confirm your agreement to serve as a *Project Facilitator* for the student indicated below by completing this form and by signing the subsequent statement.

Student’s Name: _____

Project Facilitator’s Name: _____

Home Address: _____

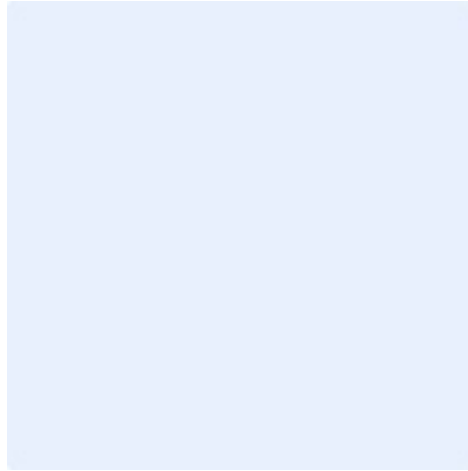
Email Address: _____

Home phone #: _____ Work/Cell #: _____

I, the undersigned, have met with the above named student and have reviewed the plans for completion of his/her *Product* as outlined in the *Proposal: Senior Capstone Career Project Approval Form*. I acknowledge that it is the responsibility of the student to **complete the Product on his/her own by Wednesday, April 11, 2018.** I also agree to provide information for a short biography, pose for a picture with the student, complete the *Product Verification Form*, and send it to the student’s English teacher upon completion of the *Product*.

Signature: _____ Date: _____

Project Facilitator Biography Form:



Student's Name: [Click here to enter text.](#) Senior Project Career Area: [Click here to enter text.](#)

Date of Interview: [Click here to enter text.](#) Facilitator's Name: [Click here to enter text.](#)

Facilitator's Age: [Click here to enter text.](#) Facilitator's Occupation/Profession: [Click here to enter text.](#)

Facilitator's Education/Schooling: [Click here to enter text.](#)

Questions:

What type of experience do you have in the career I have chosen for my Senior Project?
[Click here to enter text.](#)

How did you get training in this career? [Click here to enter text.](#)

How long have you been working in this career, either in your job or on your own as a hobby? [Click here to enter text.](#)

What suggestions do you have for a fifteen hour product that I can complete in this career?

-OR-

What suggestions do you have for the product I have chosen to complete?
[Click here to enter text.](#)

When will it be a convenient time for us to work together on this product? [Click here to enter text.](#)

Where will we meet to work on the product? [Click here to enter text.](#)

Product Verification Form: Completion of Student Project



Student's Name: _____

Project Facilitator's Name: _____

To the Project Facilitator: Since most of the time spent on the *Product* phase of **Senior Capstone Career Project** has been out of class, verification of the student's effort in the creation of his/her *Product* is necessary. This verification will enable the student to complete the final component of the *Project*, the *Senior Boards*, and assist the teacher in evaluation of the *Product*. Thank you for your time.

1. Can you verify that he/she spent at least 15 hours creating this *Product*?

Yes _____ No _____ Comments _____

2. Have you seen this *Product* at different stages of completion, not just the final phase?

Yes _____ No _____ Comments _____

3. What specific problems did this student encounter and overcome? _____

4. What successes have you seen this student achieve? _____

Project Facilitator's Signature _____ Date _____

Letter to the Judges

Your Street Address
Your City, GA zip code
Date

Judges, Senior Project
Cherokee High School
930 Marietta Hwy.
Canton, GA 30114

Dear Judges:

You only get one chance to make a great first impression!

The first page in your *Online Portfolio* will be a Letter to the Judges for your Presentation. Use the fullblock letter template and double space between sections, single space within text. Remember the only abbreviations that you can use are the postal codes for each state (GA) and a person's title. You will use the following format in preparing this business letter.

Your Letter to the Judges introduces you in your own words. It will allow the Judges to see you as a whole person beyond the **Senior Capstone Career Project**. This should be your best writing, carefully edited, and in correct business form. Keep the tone honest, yet positive.

Paragraph 1:

Briefly introduce yourself, your goals – your choice for **Senior Capstone Career Project** (Minimum 5 sentences).

Paragraph 2:

Introduce your paper topic, the issue you researched, and briefly explain what you learned by researching this issue. (Minimum 5 sentences).

Paragraph 3:

Describe your **Product** and how it relates to your **Research Paper**. Also, explain the obstacles you overcame and success you achieved in process of completing your **Product** (Minimum - 5 sentences).

Paragraph 4:

Explain how your topic and research relate to a career and what you learned about yourself and your desire to pursue this career in your postsecondary endeavors. (Minimum- 5 sentences).

Paragraph 5:

In this paragraph sum up your thoughts about **Senior Capstone Career Project** and thank the judges for their time (Minimum – 2/3 sentences).

Sincerely,

Sign Name

Print Name

APPENDIX I



ONLINE CANVAS E-PORTFOLIO: EVALUATION RUBRIC

Student's Name: _____

Date Submitted: _____

1. *Contents—Canvas e-portfolio contains all 10 items required (8 points for each item, for a total of 80)*

C. “Introduction to Project” section (via Sway) includes:

- a. Image which displays topic of the Senior Project,
- b. Student's name,
- c. Teacher's name(s),
- d. Dazzling introduction to the project/product to engage the judges

D. E-portfolio also includes:

- a. Letter to Judges (clean, edited copy)
- b. Proposal (edited copy)
- c. Research Paper with Works Cited page (clean, edited copy)
- d. Project Facilitator Biography and Picture with Student
- e. Product Work Log
- f. Pictorial Log (minimum of 9 pictures *with captions* – one must be with mentor)

Total points earned for contents _____

2. *Organization—all items are present within Canvas e-portfolio and correctly labeled (10 points)*

Total points earned for organization _____

3. *Creativity/Neatness (10 points possible)*

- Very creative and neat - 10
- Neat and creative - 8
- Somewhat creative and neat - 6
- Somewhat sloppy - 4
- Very sloppy - 2

Total points earned for creativity/neatness _____

FINAL GRADE _____

Appendix J: Senior Project Presentation Rubric

Student: _____

Topic: _____



Area I: Content

✓ Student introduces self, his/her <i>Senior Project</i> , issue explored in <i>Research Paper</i> , and career link to <i>Product</i> .	10	9	8	7	6
✓ Student presents <i>tangible evidence</i> of product and logically presents <i>steps</i> involved in creation of product.	10	9	8	7	6
✓ Student’s <i>Product</i> shows a <i>rigorous Learning Stretch</i> .	10	9	8	7	6
✓ Student’s visuals and/or technology effectively <i>demonstrate product</i> and complement <i>Presentation of Project</i> .	10	9	8	7	6
✓ Student discusses personal growth in one or more of the following areas: <i>problem-solving, time management, interpersonal skills</i>	10	9	8	7	6
✓ Student explains career link to <i>Project</i> , his/her interests for postsecondary endeavors, and effectively responds to Judges’ questions.	10	9	8	7	6

Content Total: _____ **60 pts.**

Area II: Product (Choose One)

Student produces a polished and professional product. This is an “A” product.	30
Student produces a quality product. This is a “B” product.	25
Student produces an adequate product. This is a “C” product.	20
Student produces an inadequate product. This is a “D” product.	10
Student does not present any evidence of a product.	0

Product Total: _____ **30 pts.**

Area III: Delivery

- Student makes *Eye Contact* with Judges, maintains *Body Composure* (poise, gestures, posture), moderates *Voice/Vocal Expression*, and uses *Appropriate Language* (no slang). 5 4 3 2 1
- Student *Dresses* appropriately. 5 4 3 2 1

Delivery Total: _____ 10 pts.

Area IV: Time

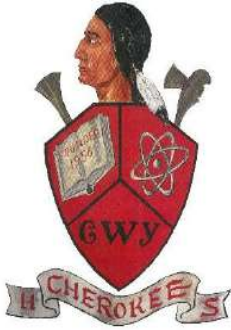
**Student has 8 to 10 minutes to present his/her *Senior Project*.
Please notify the student when only one minute remains.
Please stop the student at 10 minutes.**

<u>Time of Presentation:</u>	<u>Points Deducted:</u>
8 to 10 minutes	0 points
7:30 to 7:59	2 points
7:00 to 7:29	4 points
6:30 to 6:59	6 points
6:00 to 6:29	8 points
5:00 to 5:59	10 points
4:00 to 4:59	15 points
Less than 4 minutes	20 points

Total Time of Presentation: _____

Points Deducted for Presentation Shorter than 8 minutes: _____

Comments:



Congratulations!

You made it! If all went well, **Senior Capstone Career Project** was a rewarding experience. It was **Your Vision, Your Challenge, Your Journey**, a **Celebration** of your

Creativity and Individuality! You designed it from start to finish, and **You Excelled!** We are proud to send you off into the world as a *Cherokee High School Senior Capstone Career Project* graduate.

Embrace Your Future Knowing You Can Achieve Whatever You Seek to Accomplish!