



# GRADUATION PROJECT

# What is the Graduation Project?

- A **research paper** demonstrating research skills and writing skills
- A **product** created through the use of knowledge and skills in a meaningful way to accomplish a goal
- A **portfolio** to catalogue/document tasks, record reflective thinking and insights, as well as demonstrate responsibility for learning as work progresses through the entire process
- An **oral presentation**, during which, students become a source of information communicating their project work before a review panel



# Mentor

- Allocates time and makes arrangements to work with the student on the project.
- Provides suggestions and advice to the student on applicable aspects of the research paper, product, portfolio, and oral presentation.
- Provides accurate and honest verification of the student's work.
- Serves as a support and resource to the student in all stages of the graduation project process.
- Signs and returns all required forms.



# Mentor Guidelines



- Anyone from the community who is 21 years of age or older that has a background on the student's chosen topic or is considered to be an expert in the field the student is researching for the project may serve as a graduation project mentor.
- All community-based mentors must be screened through the CMS Volunteer process and approved prior to serving as a mentor.
- Mentors who are not CMS employees must submit an application and be approved to volunteer by the Office of Strategic Partnerships.
- Mentors should have an expertise or background in the student's topic that will assist the student in the successful completion of the Graduation Project.

# What do I have to do?

## ○ Write a paper that is

- 6-8 pages
- Typed
- Double spaced
- Size 12 font
- Times New Roman or Arial font
- MLA format
- A clearly defined thesis statement
- A topic of interest that focuses on a community or global issue
- Includes a graph or chart



# What can it be?

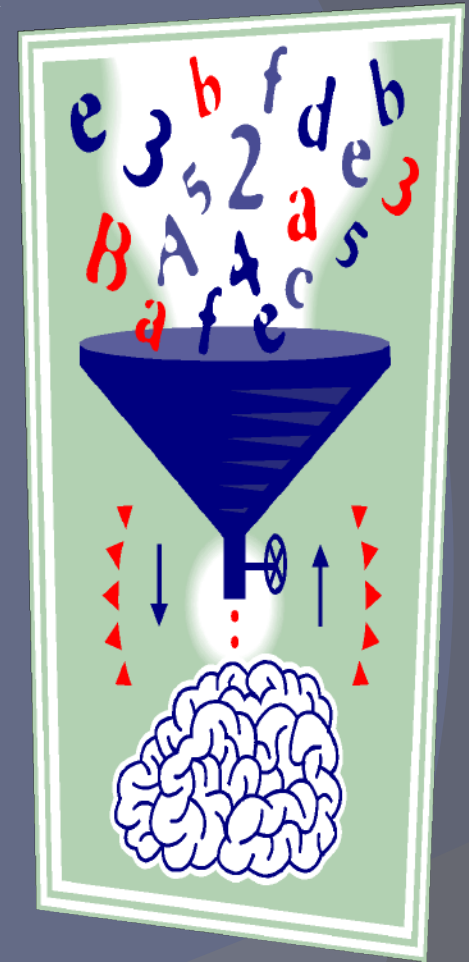
● The research-based essay can be constructed from any genre, as specified by the English teacher, including but not limited



- Expository
- Compare and Contrast
- Cause and Effect
- Argumentative (Persuasive)
- Critical Review
- Analytical

# Narrow down your topic

- What do you already know about the topic?
- Is there a specific **time period** you **want to cover on your topic**?
- Is there a **geographic region or country** on which you would like to **focus**?
- Is there a **particular aspect** of this **topic that interests you**? For example, **historical influence**, **sociological aspects**, specific groups or individuals involved in the topic, etc.





# Sources

- Primary sources and secondary sources
- Books
- Newspapers and magazines
- Interviews
- Website articles
  - Beware .com
- Online databases
  - [www.ncwiseowl.org](http://www.ncwiseowl.org)
- TV programs





# SOURCES

- BOOKS
- MAGAZINES
- .EDU SITES
- .GOV SITES
- DOCUMENTARIES
- DATABASE ARTICLES

**CREDIBLE**

- WIKIPEDIA
- BLOGS
- FRIENDS/ FAMILIES
- ENCYCLOPEDIAS



**NOT CREDIBLE**

# Reminders

- Use mentors as a resource
- Ask questions
- Pace yourself, time management
- Always keep a copy of your paper
  - At school
  - At home
  - With mentor
  - Email it to yourself
  - Use Google Drive



# Portfolio Guidelines



- The portfolio construction should employ technology.
- The appearance and format should be neat and orderly.
- The portfolio should be organized using a table of contents.
- All forms and content should meet the requirements of the portfolio.
- The portfolio should demonstrate depth in academic and personal growth.
- The portfolio reflection should provide insight into how the student has anticipated and dealt with changes and contingencies.

# Portfolio Requirements



- Title page (including the Graduation Project topic, school and student's name)
- Table of Contents
- Project Proposal and Approval Form
- Research paper rough draft
- Research paper final draft
- Progress checklists for paper, product, presentation
- SLE Approval Form
- Self-evaluations (three: paper, SLE, and presentation)
- Evaluation from someone directly involved with the service learning experience
- Reflection on the overall graduation project (minimum of three: paper, SLE, and overall process)

# Portfolio



- Mentor confirmation form
- Mentor log
- Mentor reflection
- Work samples, pictures, sketches
- Communications (letters, emails, thank-you notes)
- Copy of presentation PowerPoint or other visual aids
- Letters of recommendation
- Documentation of research (note cards, drafts with comments)

# Product

- The SLE should fulfill a need or desire by either the student and/or community.



# Choosing an Idea for Service Learning/Product

Physical experiences – build or make something; such as a computer program, a special engine or prototype for temporary housing.





# Choosing an Idea for a Product

- **Written product** – write advertisements for volunteer opportunities, write a proposal to limit waste production for a specific company, write a petition to solicit public response and send it to the government.



# Choosing an Idea for a Product

- **Performance** – Mentor a performance with disabled actors, create a show that incorporates the community issue and perform to build public awareness.



# Choosing an Idea for a Product

- **Conduct a teaching or leadership experience** – teach a middle school or elementary class a series of lessons or a skill; for example, tutor a math skill, read for a class or coach a little league team. Teach elders how to use the internet, Skype, etc. Establish a community garden, and teach people how to tend it.



# Choosing an Idea for a Product

- **Physical experience** – Teach someone how to exercise, work with a buddy to prepare for Special Olympics, or lead a group on a ecological tour of the community and map resources.



# Choosing an Idea for a Product

- **Career-related project** – complete a service learning experience in a professional area that you wish to pursue; for example, volunteer your time at a local office or hospital, shelter, park, historic site, or science center. Note: Job-shadowing without any application beyond the shadowing experience is not challenging enough to meet the requirements of the Graduation Project and is not acceptable unless some measure of service is involved.



# Product Requirements Checklist

- ⦿ Represents a minimum of 15 hours of work
- ⦿ Is related to the thesis of the research-based paper
- ⦿ Is aesthetically pleasing and creative
- ⦿ Is connected to real-world situations
- ⦿ Demonstrates problem-solving
- ⦿ Implements a variety of sources
- ⦿ Shows evidence of technical skills
- ⦿ Shows use of detail



# Presentation

- ① The presentation should last for 6-8 minutes not including follow up questions from the judges.
- ① The presentation should contain a minimum of 15 slides, including a title slide and a slide dedicated to showing the thesis statement.
- ① The presentation should explain your project from start to finish to the judges.



# Presentation Checklist

- You must have 3 copies of the Review Board Letter ready before you present.
- You will present your e-portfolio
- You must have visuals and photo documentation of your product to verify that you did it with fidelity.
- You must present it first to your teacher and then in front of the mock review board before presenting on “Presentation Day”

# Presentation Rubric

- As with the other portions of the GP, the presentation will be scored using a rubric. You can find that on p. 65 of the GP manual.
- Please remember to make eye contact with the judges.
- Prepare, don't read your speech.
- Show the judges what you learned and how you have reflected on what you have learned.

# The End

- Questions
- Comments
- Concerns

