

Treasure Coast High School



Culminating Project Manual

Teacher Guide
***New Guide as of 2011**

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Introduction

The culminating project represents the culmination of a student's K-12 education. Employers and universities indicate that workers and students need to be able to bring complex ideas together in order to be successful. Bringing complex ideas together might include knowing how to merge modern technologies to manage machinery, serve customers, or locate and use a wide variety of information. In-depth examination of a culminating project topic requires students to make wide searches and to extend searches for more and more information. Furthermore, culminating project research requires students to understand and organize information from a variety of sources, to interpret this information meaningfully, and to communicate this meaning to others. These are all important skills for future success in any endeavor.

Businesses also indicate a need for new employees to enter the work world with good time management and goal-setting skills; these are the same skills that are needed for academic success after high school. Students and workers must be able to solve problems and make good decisions. Completing a successful culminating project is a long process with many steps; focusing on one area of interest will provide the student with guidance in making decisions about choices in life after high school. Successful completion of this process demonstrates that a student can manage complex, time-consuming tasks successfully, and can master a body of information about a field and communicate it to others; it also provides evidence of learning that could be displayed to a prospective employer or university.

There is a need for a more personalized approach to education—an approach founded in relevance and rigor. This is an opportunity for students to explore a topic that they feel passionate about, something that they may have not had the opportunity to study before, or would like to study in a more in-depth manner. By providing students the opportunity to research their own topics, we can help them to realize personal aspirations that they may not have had the chance to recognize before. Students have the chance to explore a personal passion, allowing students to see that the subjects they learn in school are personally relevant to themselves as well as have real life applications.

Vision Statement

The Titan Culminating Project represents a rigorous and relevant rite of passage celebrating a senior's K-12 learning career and growth.

Culminating Project Beliefs

- The Ten Design Qualities are key to quality culminating project experiences and products for students. The Ten Design Qualities include: *content and substance, organization of knowledge, product focus, clear and compelling standards, protection from adverse consequences for initial failures, affirmation of performance, affiliation, novelty and variety, choice an authenticity.*
- The Culminating Project is an event that exemplified how much the school is part of the community and the community is a part of the school.
- All students can...CAN!
- Successfully transitioning from high school requires time for students to explore their passions, interests and talents in-depth and in authentic ways.

Titan Path to Graduation and the Culminating Project

	Student/Parent Orientations	Post-HS Exploration Activities	Education Planning Activities	Student/Advisor Conferences
9th Grade	Parent and Student orientations addressing school grading policies, promotion policies, high school registration, course offerings and graduation requirements.	Career Exploration through Freshmen Seminar.	Orientation to High School Plus Planning, Course Offerings and materials. Review and modification of High School Plus Education Plan as part of Career Exploration Activity. Student/Parent conferences	Required conference for students who have failed portions of 8 th Grade FCAT to review High School Plus Plan and update strategies to address areas of academic deficiency. OR Required conference for all students.
10th Grade	Parent and Student Orientations to High School opportunities, High School Majors and Culminating Project.	Career Exploration activities occur within student courses. All students complete a career exploration project. The project includes a research report on a career, a reflection on learning styles and interests	Orientation to Academies, Dual Enrollment, etc. Review and modification of High School Plus Education Plan. Student/Parent conferences	Required conference for all students to review High School Plus Plan with an advisor. For students who have failed portions of 9 th Grade FCAT, this conference will include review of strategies to address areas of academic deficiency.
11th Grade	Parent and Student Orientations to High School opportunities, High School Majors and Academies, college planning, Culminating Project, and Post-Secondary Preparation requirements.	Writing a Proposal for Culminating Project. Career and Post-HS Training Exploration activities occur within Academies/elective courses.	All students construct 2-Year High School Plus Education Plan (demonstrating a plan for senior year and the year after) All students will complete a post-secondary schooling application.	Required conference for all students to review High School Plus Plan with an advisor. For students who have not earned passing FCAT score, this conference will include review of strategies to address areas of academic deficiency.
12th Grade	Parent and Student Orientations to High School opportunities Academies/ Majors, college planning Culminating Project, and Post-Secondary Preparation requirements.	Students complete a 40 hour project through electives program. Career and Post-HS Training Exploration occur through Academies, electives, and core classes.	Orientations provided by counseling staff and others to assist students with final preparations for transition to post-secondary goals. Students identify post-high school goals as part of Culminating Project.	Students Present Culminating Project and connect it to their post-high school plans.

Students who are working to complete 75 hours of service learning could use it as their project.

Majors

Major Area of Interest

Students at TCHS will select a major course of study consisting of four credits in a related area. Options include:

- AICE
- American Sign Language
- Band
- Chorus
- Criminal Justice and Law
- Culinary Arts
- Drama
- Engineering
- French
- Health Science/Medical
- Health Science/Public Service
- International Business
- Manufacturing, Pre-Engineering
- New Media Technology
- Spanish
- Sports, Recreation, Entertainment Marketing
- Teacher Education

Common Sense Guidelines

Student in-depth projects must be legal, parent-approved, advisor-approved and, in general, require students to “keep their feet on the ground.” Topics are limited for two reasons: to promote a serious framework for learning (projects must be an applied learning project related to a major) and to avoid issues of safety/ liability. Student Project Proposals may be turned down for safety reasons, by the student’s English teacher and/or principal.

The “No” list includes:

- No water projects (canoeing, kayaking, powerboat racing, water-skiing, jet skiing, white water raft trips, rafting, shark chumming, scuba-diving, etc.)
- No feet-in-the-air projects (bungee-jumping, skydiving, hang gliding, helicopter or plane-flying, hot air ballooning, etc)
- No mountain climbing, spelunking, rappelling, extreme snowboarding or skiing.
- No horseback riding or training of horses.
- No in-line skating or skateboarding or bicycling.
- No weapons or the making of weapons.
- No racing of any motorized vehicle (auto racing, car bashes, soapbox races, stunting, tractor pulls, etc.)
- No paint-balling.
- No athletic camps.
- No cheer/drill competitions.
- No tattooing/body piercing or branding.

Grade 11 Requirements included: Approval and signature form, proposal guidelines, proposal format, rubric, addendum, and description of project types

Component A: Titan Culminating Project Proposal

Proposal Content

Prior to writing your proposal, you must have a project approval form completed and approved. Below are the paragraphs included in the proposal. Each paragraph must be 6-8 sentences long to be approved.

Type of projects:

1. Design a product (art portfolio, website, robot, research paper, vegetarian dog treats, cake portfolio, write a screen play and send it to Hollywood, bronze welded statue through engineering class, research paper on balancing the federal deficit, etc.)
2. Plan an event as the event leader (art show, community fundraiser outside of school, blood drive, dance recital for elementary students, a spoken word competition, marketing an event for the soccer team, teaching a unit of study to sixth graders, start a new club at school with a specific mission, etc.)
3. Revise the design of something (new version of a skateboard, redesign a wheel chair, redesigning a school brochure into Spanish, French, fixing up a playground)

ALL PROJECTS HAVE SOME SORT OF PRODUCT. **REMEMBER:** If an elementary/middle school student could do the project easily, you need to rethink it. This is upper school work. (Examples of rejected projects include but are not limited to: bake sales, car washes, brochures for no audience or purpose) The Powerpoint IS NOT the product; it is a way to show the product to your graders.

Each project has its own specific components so be sure to look at the project rubric to make sure you have completed all components.

I Project Overview (2 paragraphs) (12 – 16 sentences)

What EXACTLY do you plan to do? Explain the project in detail.

II Timeline (1 paragraph) (6 – 8 sentences)

Estimate the length of time to complete your product, service/event, or design.

III Motivation (3 paragraphs) (18 – 24 sentences)

Why are you doing this project? What motivated you to choose this particular project? This is a good place for MLA sources.

IV Current Skills (2 paragraphs) (12 – 16 sentences)

What skills, knowledge, experience, and personal qualities do you ALREADY have that will help you complete this project?

V New Skills (3 paragraphs) (18 – 24 sentences)

What skills do you expect to learn from this project. You may include technical knowledge and general skills that you will acquire by planning and completing a major undertaking on your own. This is a good place for MLA sources.

VI Budget (2 paragraphs) (12 – 16 sentences)

How will you fund or find resources for this project. People who help you are part of this. What about gas, meals out, special clothes, business paper, computer programs, and ink?

VII Future Learning (2 paragraphs) (12 – 16 sentences)

How will you know you learned something from this project? Picture yourself at the end of the project. What will be your proof that new learning took place?

VIII Career Connection (2 paragraphs) (12 – 16 sentences)

How will you connect this project to your post-high school plans? Possible MLA sources here.

Component A: Titan Culminating Project Proposal

Proposal Format

All acceptable proposals must meet the following format requirements.

Formatting: Please use as a personal checklist

Please use MLA format:

- **THE FINAL PROPOSAL MUST BE 17 PARAGRAPHS**
- **INCLUDE FOUR SOURCES IN THE WORKS CITED**
- **Each source must match at least one parenthetical citation**
- **All proposals must be typed**
- **No cover page**
- **Correct MLA heading in upper left corner**
- **Running header including last name and page #**
- **12 point Times New Roman font**
- **one inch margins (except for header)**
- **Double space the ENTIRE paper**
- **Use appropriate headings (in BOLD) for each section**

I. Project Overview	(2 paragraphs)	(12 – 16 sentences)
II. Timeline	(1 paragraph)	(6 – 8 sentences)
III. Motivation	(3 paragraphs)	(18 – 24 sentences)
IV. Current Skills	(2 paragraphs)	(12 – 16 sentences)
V. New Skills	(3 paragraphs)	(18 – 24 sentences)
VI. Budget	(2 paragraphs)	(12 – 16 sentences)
VII. Future Learning	(2 paragraphs)	(12 – 16 sentences)
VIII. Career Connection	(2 paragraphs)	(12 – 16 sentences)

Conventions and Presentation

- **Use complete sentences**
- **Indent paragraphs**
- **Correct capitalization, punctuation, and spelling**
- **Correct Grammar (DO NOT use contractions. DO NOT use second person “you.”)**
- **Tense is consistent**
- **Include an appendix (as directed) with supplemental documents; label it “Appendices”**
- **Each subsection in the paper is complete and well thought out**

Scale								Name									
4 Exceeding Target 3 Meeting Target- Proficient 2 Approaching Target 1 Well below target								Assignment Title									
								Date		Major							
								Teacher		Advisor							
Teachers: Indicate the correct score by circling the correct number.																	
Titan Culminating Project Proposal																	
Content and Ideas						Organization											
	4		3		2		1			4		3		2		1	
<ul style="list-style-type: none"> The title is appropriate, interesting and reflects content. Thesis/position arguable and reflects the complexity of the topic, and clearly states a point of view in the introduction. Demonstrates understanding of the issue and information presented. Supporting examples/data/commentary relevant, current. Conclusion reasserts thesis. 						<ul style="list-style-type: none"> Organization is appropriate for the audience and purpose. Ordering/sequencing of information/evidence leads the reader through the text. Parts of the paper connect with one another and the thesis. Multi-paragraph paper organized with sequential introduction, body and concluding paragraphs. Thesis stated in introductory paragraphs. Body paragraphs use topic sentences, supporting details, commentary and concluding sentences. Transitions connect main ideas and paragraphs. 											
Style (Voice, Word Choice, Sentence Fluency)						Conventions											
	4		3		2		1			4		3		2		1	
<ul style="list-style-type: none"> Variety of sentence lengths, sentence beginnings, and structures. Vocabulary/word choice varied, precise, and persuasive. Consistent voice appropriate to audience. Reader recognizes the writer is interested in the topic (senses the person behind the words). 						<ul style="list-style-type: none"> Complete sentences. Capitalization, punctuation, spelling correct. Grammar correct. Tense consistent. Citations (if present) essentially correct. Word-processed; format appropriate. Bibliography/works cited essentially correct. 											
Managing Socially and Personally						Using Information Resourcefully											
	4		3		2		1			4		3		2		1	
Students demonstrate the ability to proactively manage their time by: <ul style="list-style-type: none"> Identifying components of the project Prioritizing and putting the components in chronological order Use a predetermined standard (a rubric), estimate the time required of each component and assign reasonable deadline to each Determine the most useful management tool for completing the task (i.e. calendar, timeline, Gantt Chart, flowchart, lists). Use the management tool to monitor progress and make adjustment 						<ul style="list-style-type: none"> Recognize that a problem may exist and that there is a need to identify a competent resource person who can provide assistance. Determine questions to ask. Ask the resource person. Determine what resources to investigate. 											
Thinking Strategically						The Writing Process											
	4		3		2		1			The writer shows evidence of using the writing process (check all boxes that apply):							
<ul style="list-style-type: none"> Identify the end goal. Identify multiple ways of reaching that goal, and select the most feasible. Brainstorm the steps and resources/materials. Categorize and sequence the steps. Predict all possible outcomes and consequences and develop a back-up plan if applicable. 						<ul style="list-style-type: none"> <input type="checkbox"/> Prewrite <input type="checkbox"/> Draft <input type="checkbox"/> Share-respond <input type="checkbox"/> Revise <input type="checkbox"/> Edit <input type="checkbox"/> Publish <input type="checkbox"/> Reflect 											

Addendum Criteria

Sometimes, due to circumstances beyond control, some students may need to focus on something other than what is in their project proposal. Then, an addendum to the proposal is needed. The addendum must meet the same requirements as far as format and content are concerned. In addition, the addendum should include:

- Why you are making changes to your original plan.
- An explanation of the changes you are making in your project and how those changes differ from the original plan
- A detailed description of what you plan to do, and evidence that it is of equal or greater difficulty to the original plan.

Your reasons for changing your project must be very important and/or unavoidable or they will not be approved. Your project teacher and mentor/advisor must approve the addendum before you implement it.

The Addendum must be 1-2 pages in length and must be typed in the same format as the proposal.

The In-Depth Project Samples

Suggested number of hours: 40

The in-depth project in a field of study requires students to apply their learning and demonstrate their ability to problem-solve.

There are three types of problem-solving

Type 1: Designing a product, service, or system/design

Type 2: Improving the design of an existing system

Type 3: Planning or organizing an event

Required thinking skills in problem-solving include:

- Constructing meaning from information
- Creative problem-solving
- Investigation
- Design-making
- Systems analysis and design
- Strategizing

Type 1: Design a product, service, or system/design

Identify needs that could be met by new products, services, or systems, and create solutions for meeting them.

Examples				
Medical and Public Service	Visual and Performing Arts and Communication	Engineering, Manufacturing	Business and Marketing	Science and Natural Resources
Design a playground area for your school which considers the needs of the community	Create an art portfolio for art school, including an in-depth study of your favorite style: surrealism	Calibrate a prototype for analytic chemistry equipment	Design and patent your own shoe.	Research why people commit hate crimes and create a resource guide for the community
Translate an instructional manual or important document into another language for publication, in order to serve a community need.	Translate a famous work from another language into English for publication	Develop a robotics project to participate in a state or national competition	Organize and hold a Dance-a-thon to raise money for a local charity.	Study a local canal and determine how healthy the canal is and what can be done to improve the canal.
Research why people commit hate crimes and create a resource guide for the community	Translate an instructional manual or important document into another language for publication, in order to serve a community need.			
	Create a book and website of original poetry to publish on-line			
	Create an onstage stand-up comedy routine for a hearing impaired audience			

Problem-Solving Type 2: Improve the design of an existing system

Develop an understanding of the way systems of people, machines, and processes work; troubleshoot problems in their operation; and develop strategies for improving their effectiveness.

Examples				
Medical and Public Service	Arts and Communication	Engineering, Manufacturing	Business and Marketing	Science and Natural Resources
Upgrade one of TCHS's web pages after gathering research on how the page is viewed and used by the community.	Upgrade your school's web page after gathering research on how the page is viewed and used by the community.	Troubleshoot and repair the problems in the operation of a vehicle.	Lead a plan to revise an in-school fundraiser in order to improve the organization and results of the fundraiser.	Use principles of biology to design a more effective system for watering and feeding plants in the school greenhouse.
Develop a brochure for elementary students on good nutrition and plan an event at an elementary school to teach the concepts in your brochure.	Develop a new process for sharing morning announcements with students that encourages student voice and student listening.	Remodel a car's stereo system to increase the sound quality		
		Design and implement a plan to remodel a garage		
		Customize a computer software program to better suit a specific use and install it		

Problem-Solving Type 3: Plan or organize an event

Take responsibility for all aspects of planning and organizing an event or activity from concept to completion, making good use of the resources of people, time, money, materials, and facilities.

Examples				
Health and Human Services	Arts and Communication	Engineering and Technology	Business and Marketing	Science and Natural Resources
Organize a clinic to teach the basics of a sport, art, or hobby.	Organize a play to be performed for 8 th graders explaining high school culture/	Analyze how 9 th graders receive high school orientation services and design a plan to improve upon those services.	Organize a clinic to teach the basics of a sport, art, or hobby.	Conduct a student survey to determine what after school programs should be offered at your school and present the findings to administration.
Stage a dance-a-thon to raise money for a local charity	Organize a poetry slam and use proceeds from the poetry slam to publish a text of collected poetry from participants	Take lead on organizing a ceremony for a sixth grade graduation, or an eighth grade graduation, or your own graduation.	Design and sell a T-shirt with the proceeds going to support a school club.	
Coordinate and organize a conflict resolution team at your school				
Volunteer to work in a retirement home and create an oral history collection of the lives of those who live in the retirement home.				

Grade 12 requirements include: Project Rubric, Milestones for 12th grade English, Presentation guidelines and rubric, Reflection paper guidelines and rubric

Component B: In-Depth Project

Scale								Name									
4 Exceeding Target 3 Meeting Target—Proficient for Graduation 2 Approaching target 1 Well below target																	
								Assignment Title									
								Major									
Date																	
Titan In-Depth Project																	
Problem solving								Type 1: Designing a product, service or system									
10	9	8	7	6	5	4	3	10	9	8	7	6	5	4	3	2	1
<ul style="list-style-type: none"> Thoughtful and detailed plan in written and visual form Organization of information in a portfolio Information is organized, neat, complete, and complied in a professional fashion: effort is clear 								Who was involved? Professionals, adults, who will be impacted by this, who would be able to use this new idea, how and in what way. Provide documentation of involvement. What exactly was done? List all steps taken in written and visual form (pictures, videos, graphic organizers). When did this project take place given the time span, crate a time line, provide dates and times in a journal/log format. Did it take less or more time than you thought? List locations of all work completed for this project, where will the project provide most meaningful impact and why? Where did you get your information to make informed decisions? Why did you choose to complete this new idea or task? Why is this idea both new and meaningful to you? Why doe sit fit with your learning abilities, and prior knowledge? <ul style="list-style-type: none"> How will this product be meaningful to others and to you? Show evidence of a final project in visual form Show evidence of the background research used to design and test the success of your idea (interviews, shadowing, practical experience, surveying, research with professional literature) Proof that your research and product is valid and reliable Proof that your research and product was thought through and meaningful to you and how it is connected to relate to a larger audience. 									
Using Information resourcefully								Type 2: Improving the design of an existing system									
10	9	8	7	6	5	4	3	10	9	8	7	6	5	4	3	2	1
<ul style="list-style-type: none"> Evidence of your project (visual) Research and artifacts Proof of the time spent on the project (letters, letters of recommendations, log sheets, etc.) Proof and evidence of multiple components used to complete a large-scale project 								<ul style="list-style-type: none"> How the current design works and a clear explanation of the flaws in the existing system A very detailed written and visual plan of how to fix the system (including resources, taking flaws into consideration, feasibility, substantiality) Research component on how you arrived at the conclusion that this was the best way to do it (can include surveys, interviews, online research, etc.) Documentation of talking to professionals in that field Visual cause and effect of improvements Speculation of how improved and how it will impact the larger population Evidence of implementation of the new design on a small or large scale Description of possible flaws in your new design and suggestions for future implications 									
Managing socially and personally								Type Three: Planning or organizing an event									
10	9	8	7	6	5	4	3	10	9	8	7	6	5	4	3	2	1
<ul style="list-style-type: none"> Projects relevance to you and the larger community Show how you have persevered and overcome conflicts How you have used communication skills/interpersonal connections to enhance your knowledge and abilities 								<ul style="list-style-type: none"> Provides a measurable improvement and meaningful nature to the community Very strategic and thorough plan from beginning to end Very documented progress Concrete goal statement at the beginning and strong self-evaluation piece at the end Evidence of affiliation with specific organization within the community Evidence of adult supervision (letters of recommendations, pictures, signed log sheets) Video/picture evidence of the service or event taking place Management plan of time, money, people, resources, and facility use Provides evidence of a back-up plan with equal improvement and meaningful nature 									

Milestones for 12th grade English

Milestones for senior culminating project, senior year: The dates are tentative for each year, the dates included are for the 2011-2012 school year to use as a sample for timing between due dates.

Projects are due in completion on January 13th 2012 and will be presented for a grade in English class. These milestones will be graded every two weeks throughout the first semester. They must also be included in a folder with the final project on January 13th for second grading. All students must complete milestones even if considering dual enrollment: these milestones will be a part of the first semester grading. Type when applicable, there will be no late work accepted.

Milestone one: Due date: September 1st: Students will write a one paragraph summary concisely stating their project topic and product.

Milestone two: Due date: September 15th: Students will choose a learning style inventory online to take and to write up a defense of why that learning style best suits them.

Milestone three: Due date: October 3rd: Students will find three references that are valid and reliable that deal with their project topic. They will write a brief write-up of each (1-2 sentences).

Milestone four: Due date: October 17th: Students will write a short-term goal statement and a long-term goal statement regarding their project process and outcomes. Each should be one paragraph long.

Milestone Five: Due date: October 31st: Students will complete a self-evaluation form for project process. There is about two months left before project is due.

Milestone Six: Due date: November 14th: Students will submit a log of all time spent on the project and will have log signed if this time has been with a community stakeholder. If students are working with any community group or organization, any fundraising organization, or any community member (doctors, lawyers, nurses, medical centers, police departments, etc.) permission forms must be submitted.

Milestone Seven: Due date: December 1st: Students must have a list of all resource verifications including and not limited to: listed monies needed or spent, list of social networking done in the community, list of all legal and ethical considerations for project, list of research sites used, list of community locations involved and how, etc.

Milestone Eight: Due date: January 3rd: Rough draft of all final products brought to class for evidence (videos, brochure plans, advertisements, materials, pictures, journals, research, permission forms, appointment date and times, thank you letters, reference letters, etc.) Final drafts must be completed by January 13th.

Titan Project Presentation

The presentation component consists of four parts:

1. Product

The student will present his/her in-depth project or a documented representation of what has been created (Product, Event or Service). This may take a variety of forms depending on the nature of the project:

- a. Actual product
- b. Video of the work
- c. Notebook documenting progress of the work

2. Technology/multi-media/visuals

What is required depends on the equipment available and expertise available in setting up the equipment. However, each student must provide a visual aid or aural aid to support his or her presentation. Possibilities include: posters, tri-folds, videotapes, audiotapes, multi-media production, etc. The directions for embedding a video into a PowerPoint are included in the Appendix.

3. The Presentation

The student will present his or her product, event or service in a formal presentation that has been prepared and rehearsed. Not including set-up time, the presentation should be twenty minutes in length, including five minutes to respond to questions from the panel.

4. Responses to the Panel

Student responses to the panel should be appropriate and informative. The student is poised, maintains good eye contact and speaks with interest and proper pacing. The student's volume is clear and audible and the student enunciates clearly. The student states topics clearly, uses appropriate word choice and appears organized.

5. Evaluation of the Presentation

All student presentations will be evaluated by a panel of members. Panel members will evaluate the student's presentation for communicating effectively and for meeting the standards on the in-depth project.

Titan Presentation Rubric

Name				
Date				
Evaluator				
Scale				
4 Exceeding Target				
3 Meeting Target—Proficient for Graduation				
2 Approaching target				
1 Well below target				
Presence	4	3	2	1
<p>Proper Posture Poised Moves deliberately for effect Aware of visual aids and where to stand so the audience can see them</p> <p>Good Eye Contact Maintains eye contact with audience Eyes sweep the audience Speaker is aware when someone raises a hand to ask a question Speaker does not read word for word from his/her presentation notes</p> <p>Facial Expression Appears interested</p>				
Voice	4	3	2	1
<p>Pace Student speaks at an appropriate pace (not too slow or too fast) Student avoids creating uncomfortable pauses in speech, and yet gives the audience time to think</p> <p>Tone Student's tone of voice shows interest in the project Student's tone of voice varies for effect and interest (avoids becoming monotone)</p> <p>Volume The audience can clearly hear the student from the back of the room Voice is clear and audible, without shouting</p> <p>Enunciation Student speaks clearly Student has practiced unfamiliar words so that they are pronounced correctly</p>				
Content	4	3	2	1
<p>Topic States topic clearly. Provides interesting and relevant examples/details which are skillfully selected and effectively blended.</p> <p>Word Choice Student uses appropriate word choices Student avoids slang and/or inappropriate language in a school setting Language choice is precise, deliberate, and effective.</p> <p>Organization The presentation flows logically from one idea to another Contains an introduction, body and conclusion Uses a variety of transitions to move speech fluently from point to point.</p>				
Project	4	3	2	1
<p>Organization Organization of information in a portfolio Information is organized, neat, complete, and compiled in a professional fashion: effort is clear</p> <p>Quality and Depth of Project Research and artifacts Thoughtful and detailed plan in written and visual form Proof of the time spent on the project (letters, letters of recommendations, log sheets, etc.) Proof and evidence of multiple components used to complete a large-scale project</p> <p>Relevance Show how you have persevered and overcome conflicts Projects relevance to you and the larger community</p>				

Component E: Titan Culminating Project Reflection

Reflection Content

Titan Culminating Project Reflection Paper

Reflection Directions: This reflection paper is designed for you to think about your learning, processes, and connection after you complete and present your culminating project. Please follow the guidelines, discuss each component in detail, and type the paper into a professional MLA style report. Reflect in 3-5 pages on the following concepts:

1. What have you learned as you progressed from 9th grade to 12th grade in both academics and in personal growth?
2. What have you learned that can be tied to your post high school goals? Give specific examples that prove what you have learned, how you have used this knowledge, and how this learning will promote your ability to be successful in your future.
3. Explain how the project reinforced your post high school goals or how it directed you to pursue different goals.
4. Go online and choose a learning style inventory test to take and decipher your unique learning style. Discuss how the process you took in completing your culminating project fits with or connects to your learning style. Based on that learning style, discuss what obstacles you may face in learning that way, how you overcame those obstacles in this project, and the strategies you learned to help you overcome difficulties in the future.
5. How did or how could this project have opened different doors of experience that may not have been opened without it?
6. Give specific examples of what you have done to secure your post high school goals. Include the following applicable documents in an appendix of your reflection paper: finance prospectus, any applications filled out or filed, a list of steps taken, a list of your specific goals and timelines, any acceptance letters, any completed job applications or search lists, an updated resume, etc.

Reflection Format

Formatting: Please use as a personal checklist

Please use MLA format:

- ___ No cover page
- ___ Correct MLA heading in upper left corner
- ___ Running header including last name and page # starting on page 2

Conventions and Presentation

- ___ Page # in a running header with last name starting on page 2
- ___ Use complete sentences.
- ___ Indent paragraphs.
- ___ Capitalization, punctuation, and spelling correct.
- ___ Grammar correct. (Do not use contractions. Do not use second person “you.”)
- ___ Tense is consistent.
- ___ Include and appendix with supplemental documents and label it “Appendices”
- ___ Word-processed in a 12 point Times New Roman font
- ___ Double spaced with one-inch margins.

Content

- ___ 3-5 pages
- ___ Printed hard copy only

Component E: Titan Culminating Project Reflection Rubric

Scale	Levels of Proficiency	Name			
Present- This is present in the student's reflection. Not Present- This is not present in the student's reflection.	All students must meet have <u>all eight criteria present</u> in their reflection.	Assignment Title			
		Date		Subject	
		Teacher		Advisor	
Teachers: Check the correct column to determine in the criteria is present in the student's reflection or not present.					

Titan Culminating Project Reflection—Student

Criteria	Present	Not Present
1. Learning Progression		
2. Learning from Project		
3. Influence on Goals		
4. Learning Styles and Obstacles		
5. Interests and Goal Influence		
6. Securing post high school plans		
7. Supplemental information/Appendices		
8. Conventions		
Formatting/pages		
Grammar/tense		
Punctuation/spelling		
Sentence Structure		

Teacher Comments

Appendices

APPENDIX A: Embedding a video into a PowerPoint

How to embed video in Power Point (compatible with school computers)

First of all make sure to save your Power Point in 2003 format so that it will work on any computer in the school.

Download Realplayer at home; this is a free program that allows the download of any video format and the ability to convert any videos into other format.

<http://www.real.com/realplayer>

Go to the video you wish to download, an icon will appear on the upper right as you hover over the video, click download. **CAUTION.** YOU ARE RESPONSIBLE THAT ALL CONTENT IS SCHOOL APPROPRIATE.

The video will go into your RealPlayer library, after it downloads, you need to convert it to a proper format for PowerPoint.

Right-click the video icon and select Convert. In the "Select a Device" window, click on the drop-down menu at the top and select "Video Formats."

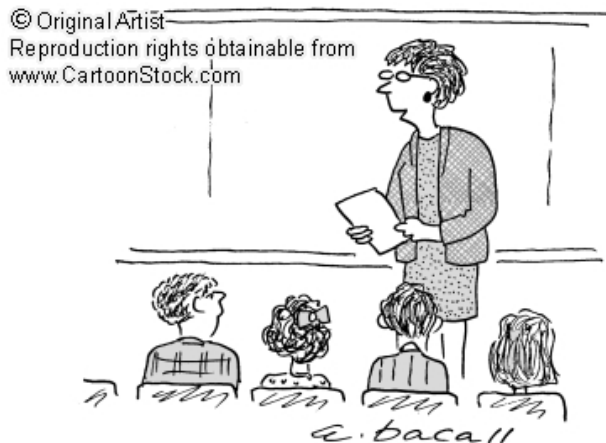
Convert your video into Windows Media Video (.wmv). This will allow PowerPoint to recognize the video when you place it into the slide.

Remember to **SAVE THE VIDEO INTO YOUR USB** before you place it into the PowerPoint. The video will be linked to the PowerPoint, thus it needs to be with your USB drive.

In PowerPoint, click insert and select video. Insert the video in your USB, not in your computer, so the PowerPoint and video are in the same place.

Check if it works on another school computer before you present.

<http://www.real.com/realplayer/convert-video>



**"Take out your phones. Open the American History app
and turn to the page about George Washington."**

