



High School Project

OPTION I

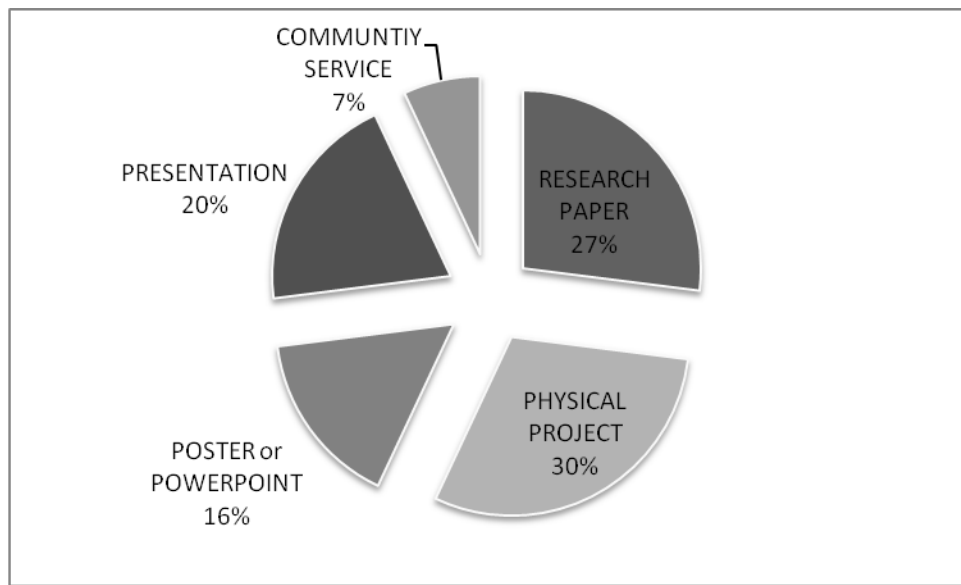
Physical Project

updated March 2010

HIGH SCHOOL PROJECT OPTION I REQUIRED ELEMENTS

	<u>Points Possible</u>	<u>Points Received</u>
RESEARCH PAPER	27	_____
PHYSICAL PROJECT	30	_____
POSTER/POWERPOINT	16	_____
PRESENTATION	20	_____
COMMUNITY SERVICE	7	_____
PORTFOLIO	Extra credit, 5 points maximum	_____
FAMILY/FRIENDS ATTEND PRESENTATION	Extra credit, 2 points	_____
DISPLAY PROJECT AT GECS EVENT	Extra credit, 2 points	_____
Total	100	_____

Minimum Passing Score = 76 Points with all required elements completed



TOPIC SELECTION

Learning Stretch and Brainstorming

Learning Stretch:

The "FLOW" zone occurs when a project is challenging yet you have the skills to achieve it if *you stretch*.

The "GROAN" zone occurs when a project is too difficult to achieve and you are filled with anxiety.

The "DRONE" zone occurs when a project is so easy it is boring. There is no challenge and no passion.

Brainstorming:

The High School Project will be one of the most important assignments of your high school career and you will spend several months working on it. You need to consider your topic choice carefully. Choosing your topic may be the single most important decision you make in the whole High School Project process. This choice drives your research paper, mentor selection, physical product/fieldwork, and oral presentation. In short, the students who are most successful in the High School Project are passionate about their topic choice.

Think of all the things you would like to fix, do, learn, understand, see, improve, create, experience, or own. Use the following list to learn more about your interests.

- Fine Arts/Performing Art (music, drama, dance)
- Health/Physical Fitness (steroids, diet, physical goals)
- Business (entrepreneurship, trends)
- Travel (vacation, language, exploration)
- Careers (schooling, job market research, personal goals)
- Social Problems (homeless, aging, youth problems)
- Photography/Film (making a movie, photography show)
- Math/Science (computers, ozone study, mathematics theory)
- Writing/Literature (writing a novel, poetry book)
- Sports/Recreation (climbing, learning to scuba dive)
- Home Economics (designing and sewing a dress, cooking)
- Technical Arts (wood, metal projects)
- Education (learning styles, early childhood schooling)
- Art (impressionism, paint a mural)
- Religion/Philosophy (comparative studies, existentialism)
- Specialized Hobbies (coins, car restoration)
- Space (exploration, extraterrestrial theory)
- Social Studies (historical study, cultural study)
- Other

TOPIC SELECTION SAMPLE RESEARCH PAPER AND PROJECTS

Below are some examples of general research topics that have been narrowed to more specific areas of research focus. Related examples of project choices and a final project selection are also listed.

General Research Area	Specific Research Topic	Project Choices	Specific Project
President Kennedy	Assassination was a Cuban conspiracy	Mock trial of Oswald Teaching social studies class about the assassination theories Notebook containing documented evidence of the history of the Cuban/US relationship	Mock trial
Computers	Computers are the wave of the future	Build a robot Design a program Make a video showing how computers are impacting the workplace	Build a robot
Photography	Special effects in 35mm photography	Slide show Make a photo album Enlarge photos for posters	Show special effect slides of own photos to photo class
Scuba Diving	How-to paper on equipment, skills, and the best places to dive	Take photos or video of steps involved in scuba diving Learn to scuba dive	Receive scuba diving certificate after taking lessons

Selecting a Mentor

What is a Mentor?

A mentor is any caring person who develops an on-going, one-on-one relationship with someone in need. A mentor's role is to encourage, listen, give advice, advocate, and act as a role model and share information and experience. Mentors can help students set goals, make personal decisions, and resolve problems. The best mentoring experience not only provides the student with an important relationship, but empowers students to use the experience to plan and work for the future.

Choose a mentor that has experience in the topic you are interested in and also is someone willing to share his/her knowledge and time with you.

HIGH SCHOOL PROJECT PARENT CONSENT FORM

I understand that a completed High School Project is a graduation requirement. As a parent/guardian of a student at Golden Eagle Charter School, I am aware that my son/daughter must complete all elements of the High School Project.

My son/daughter has chosen to complete the following High School Project Option (Choose one and complete that section):

OPTION I - PHYSICAL PROJECT

The elements are: Research Paper, Physical Project, Poster/PowerPoint, Presentation, Portfolio and Community Service.

RESEARCH PAPER Topic to be: _____

PHYSICAL PROJECT to be: _____

OPTION II - COLLEGE/CAREER

The elements are: Research Paper, 3 College/Career Experiences, Resume, 5-Year Plan, Presentation, and Community Service.

RESEARCH PAPER Topic to be: _____

3 COLLEGE/CAREER EXPERIENCES to be:

1. _____

2. _____

3. _____

I approve the option chosen by my son/daughter for his/her high school project as well as the physical project/college/career experiences. I understand that I am responsible for providing transportation, purchasing materials, and any other costs necessary to complete this project. GECS may provide the student with basic school and art supplies.

Parent/Guardian Name _____ Date: _____

Parent/Guardian Signature _____

MENTOR DECLARATION

Student Name: _____ Date: _____

Student to Complete

My physical project mentor will be: _____

Explain why you have chosen this person as your mentor.

PLEASE NOTE: FAMILY MEMBERS CANNOT BE MENTORS/COACH UNLESS HE/SHE HAS SPECIFIC EXPERTISE IN THE SUBJECT AREA AND IS APPROVED BY YOUR EF. CHECK WITH YOUR EF FOR GUIDANCE.

Project Mentor to Complete

_____ (student's name) had requested that I be his/her mentor for the completion of the High School Project. I will help the student: _____

I have reviewed the attached forms (high school project expectations, mentor responsibilities, mentor verification form) and I agree to accept this responsibility.

Signature: _____

Please Print Name: _____

Address: _____

Telephone: _____

Relationship to Student: _____

MENTOR VERIFICATION FORM

DATE: _____

PROJECT DESCRIPTION: _____

MENTOR'S NAME: _____

This is to verify that _____

has worked under my supervision for _____ hours starting _____

through _____.

Signature

	High			Low	
1. Prompt	5	4	3	2	1
2. Cooperative	5	4	3	2	1
3. Works Efficiently	5	4	3	2	1
4. Demonstrates a commitment to learning	5	4	3	2	1

Additional Comments: _____

LETTER OF INTENT: OUTLINE

1231 1st Street
Yreka, CA 96097 (Student's Address)

October 11, 2002

Mrs. Chris Chambers (EF's Name)
2226 South Mount Shasta Blvd. (School Address)
Mount Shasta, CA 96067

Dear Mrs. Chambers:

Paragraph I: Describe the general area of interest, i.e., history, art, music, etc., and why you chose this area. It must be something you haven't done before. Explain why you have chosen the topic, and what you already know or have accomplished in this area.

Paragraph II: Discuss the specific topic on which your paper will focus, some of the ideas you hope to include, and possible resources you may use.

Paragraph III: Begin with a transitional sentence showing the relationship between your paper and your physical product/fieldwork. Then describe your product/fieldwork, what it will be, who will be involved, potential cost, potential time spent, and possible resources. Describe the product of/from your project.

Paragraph IV: Explain your understanding of plagiarism and the repercussions of such an act.

Sincerely,

Tom Smith (Sign Here)

Tom Smith (Student's Name)

**REMINDER LETTER OF INTENT MUST BE TURNED IN TO YOUR EF
6 WEEKS PRIOR TO THE END OF THE SEMESTER YOU WILL GRADUATE.**

Sample Letter of Intent

Ann E. Student
1 Main Street
Mt. Shasta, CA 96067

Golden Eagle Charter School
2226 S. Mt. Shasta Blvd.
Mt. Shasta, CA 96067

January 1, 2010

Dear Educational Facilitator,

For my high school project, I plan to design my dream house and build a semi-working model. I am very interested in alternative energy sources and their applications. This project will strengthen my research skills, enhance the formal writing process, and develop artistic and esthetic appreciation.

My mentor, a family friend, is an architect who has his own studio. He has been in the profession for twenty years. He also teaches architecture classes at COS. I will take a community college course on architecture at College of the Siskiyous three hours a week, for six weeks. My Mentor will teach me the professional way to build a model from the plans I draw on the computer to scale. This could take up to 60 hours.

My design will also incorporate my interest in caring for the environment. It will incorporate many energy savings devices, as well as passive energy sources. Alternative forms of passive energy and the mechanisms used to create a more environmentally sound dwelling with long-term lower cost will be the subject of my paper. This project will benefit society by demonstrating ways to conserve power in a cost effective way. I will document my progress on a timeline and also with digital images.

Plagiarism is the use of the exact printed words of another person and taking credit for those words. It is stealing. I know that if I plagiarize I will not graduate.

Sincerely,

Ann E. Student

Research Paper Guidelines for Physical Project Option

1. Paper must be typed, using no larger than 12 point font, double spaced, 7-10 pages.
2. Paper must have a title page and a works cited page in addition to the 7-10 pages.
3. Introduction: The paper is a formal research paper. Do not write your paper in the first person (from the "I" perspective). Do not write in 2nd person (using "you"). Write from the third person perspective. You should state your thesis in the introduction. Try to grab your reader's attention by stating startling facts, or asking interesting questions.
4. Thesis Statement: The thesis of your paper is your position/opinion on the topic. The thesis statement is something that you will prove to the reader in your paper. Your paper must relate to your physical project.
5. Body: Gather information, writing it on note cards, to build the first draft.
 - a) Using several sources, take notes that support your opinion about your topic. Be sure to write source citation information on the back of the cards.
 - b) Make an outline that guides the organization of the paper based on your thesis, and where you want the paper to go. It's OK to change your thesis if your research changes your perspective.
 - c) Gather any needed information that you are missing on more cards.
 - d) Arrange the cards according to your outline and write the draft one card at a time, filling in your own thoughts between your supporting documentation.
6. When using a source, enclose the author's last name and page number in parentheses after the citation. See guidelines for more specific information.
7. Arrange your note cards alphabetically by author's last name. List your sources on a "Works Cited" page at the end of your paper. See [MLA Style Citations](#) (separate document or click on hyperlink) for specifics.
8. Your paper should show competence in synthesizing a variety of sources as well as utilizing combinations of paraphrasing, summarizing, and direct quotations.
9. The finished paper should be grammatically correct and free of spelling errors.
10. Your paper must use at least 3 kinds of sources from the following: Periodicals, books, internet, interview, pamphlets, newspapers, brochures, maps, public documents, documentaries, primary sources, encyclopedias etc...

Physical Project Guidelines

Choose something you have not done before, but are interested in. Find a mentor to help you. Make sure you can obtain any materials needed.

Project must include:

- ❖ 20 Hours physical work
- ❖ New learning
- ❖ Careful planning
- ❖ Initiative to setup and carry out the project
- ❖ Work with a mentor for at least 5 hours, face-to-face.
Complete the rest of your project under the mentor's guidance.
- ❖ Documented record of time spent on activity (calendar)
- ❖ Hands on demonstration of skills
- ❖ End product

Poster/PowerPoint Guidelines

Choose either a poster or PowerPoint format. If using a poster, a tri-fold works best. Visual aide must include:

- ❖ Physical project topic
- ❖ Title and thesis of research paper
- ❖ Relationship between paper and project is evident
- ❖ Evidence of new learning
- ❖ Summary of findings
- ❖ Visual aide contains graphics, pictures, text
- ❖ Creative, original, easy to read, and free of errors

Community Service Guidelines

You must perform at least 5 hours of community service. Community service is time volunteered which benefits a community or its non-profit institutions. You should set up your own community service. Ask your EF for suggestions, if you need help. The community service does not have to relate to your project topic, but you may want it to.

Presentation Guidelines

You will present your project to your EF and at least one other GECS Credentialed Teacher. Your family may attend the presentation as well.

Your presentation will need to include:

1. Research Paper: 2-3 minutes explaining your research paper topic, thesis, and your interest in the topic.
2. Physical Project: 2-3 minutes explaining your physical project including the relationship between your research paper and physical project, why you chose your physical project, money and time spent, and how your mentor was involved.
3. Process Analysis: 2-3 minutes speaking about unanticipated challenges and highlights of completing this project. Include steps taken to solve problems, what you would do differently next time, and advice you would give to another student interested in creating similar Physical Project.
4. Reflection on Learning: 2-3 minutes speaking about what skills you learned through completion of your physical project and what did you gain from the overall project experience.
5. Q & A from judges: The judges will ask you questions about your project.

VERIFICATION OF COMMUNITY SERVICE HOURS

This is to verify that _____

has completed _____ hours of Community Service.

Name of Organization: _____

Date of Service: _____

Service Performed: _____

Organization Representative Name: _____

Signature: _____

RESEARCH PAPER SCORING RUBRIC

	3 POINTS	2 POINTS	1 POINT
	Exceeds Standard- Excellent	Meets Standard – Meets minimum requirements	Does not meet standard – Requires further work
Ideas and Content	Thesis shows original thought and is clearly stated. Paper is focused and interesting with relevant details.	Thesis shows original thought and is clearly stated Details provide adequate support to thesis	Thesis does not reflect original thought and is not clearly stated Lacks relevant details to support thesis
Organization	Organizational scheme is logical and complete	Organization scheme shows planning and logical order	Organizational scheme is not apparent and detracts from readability
Word Choice and Voice	Language appropriate to topic Interesting, precise, natural vocabulary Voice appropriate to audience and purpose	Standard written language Few redundancies in vocabulary Voice is appropriate for audience and purpose	Conversational language and tone Redundant use of limited vocabulary Voice inappropriate for audience and purpose
Fluency	Consistently strong and varied sentence structure Effective transitions	Variety of sentence structure Functional transitions	Repetitive simple sentence structure Few or awkward transitions Sentence fragments or run-ons
Conventions	Minimal errors in punctuation, spelling and standard English structures	Few errors in punctuation, spelling and standard English grammar structures	Many errors in punctuation, spelling, or standard English grammar Errors seriously affect readability
Format	12 pt. Font, Double Spaced 7 - 10 pages, not counting Works Cited page.	Has number of pages required Minor errors on Works Cited Page.	Incorrect font or font size Not double spaced Less than seven pages
References	More than three reliable sources Sources properly cited Rich variety of sources	At least three reliable sources Works Cited page follows MLA format 3 types of sources used	Fewer than three reliable sources Works Cited page does not follow MLA format Less than 3 types of sources
Quotations	Quotations are powerful examples of main points Quotes follow MLA format Transitions between text and quotes are seamless and clear	Direct quotations included in body Quotes follow MLA format No more than 20% of body is direct quotation	No quotations Body is primarily a string of quotations Does not follow MLA format Quotes not properly introduced or cited
Extended Learning	Extent of knowledge and/or depth of thought exceed high school level Exhibits significant new learning	Extent of knowledge and/or depth of thought at high school level Exhibits new learning	Extent of knowledge and/or depth of thought below high school level Does not exhibit new learning

PROJECT SCORING RUBRIC

	5 POINTS	4 POINTS	2 POINT
	Exceeds Standard- Excellent	Meets Standard – Meets minimum requirements	Does not meet standard – Requires further work
Topic	Topic is a challenge for student Area of study has adequate scope to exceed requirements Project and research paper complement each other	Area of study is appropriate for student Area of study has potential to meet all project requirements	Area of study is inappropriate for student Topic is too limited or too broad to meet all project requirements
Goals & Rationale	Goals represent a significant academic or personal growth challenge Goals represent a personal interest or passion	Goals will present a learning stretch for this student Goals include a personal benefit or challenge	Goals lack learning stretch Goals lack a personal interest or passion
Mentor	Mentor's expertise and role in project helped student stretch learning/skills beyond minimum expectations.	Evidence of working with a mentor and choosing one with expertise for project	Tried to get by with someone they knew as a mentor, not a good fit for project
Hours	Exceeded 20 hours required, strong evidence of time spent on project (pictures, video, end product, etc.) Completed project calendar	Evidence of 20 completed hours, completed project calendar	Not enough hours spent on project and/or poor documentation of time.
Planning & Completing	Student showed great initiative and independence in planning Student is well organized Completed project filled with technical details and accurate terminology	Student initiated planning and completed project	Project lacks planning and is incomplete
Extended Learning	Student excels in new learning and new skill mastery	Student has gained some new knowledge or skill	Student has not gained much new knowledge or new skills

POSTER/POWERPOINT SCORING RUBRIC

	4 POINTS	3 POINTS	2 POINT
	Exceeds Standard- Excellent	Meets Standard – Meets minimum requirements	Does not meet standard – Requires further work
Content	Student shows accurate information and additional requirements of poster/PowerPoint	All information is accurate and all requirements of the assignment have been met	Missing information or elements of the assignment
Graphics	All graphics are related to the topic and make it easier to understand. Great choice of graphics	Good choice of graphics All graphics relate to the topic.	Graphics not related to the topic, too few graphics Poor graphic choice
Spelling/Grammar	There are no errors in spelling or grammar	There are 1-2 errors in spelling/grammar	There are more than 2 errors in spelling/grammar
Layout	The layout is organized and quickly communicates the main ideas of the project.	The layout balances text, graphics, and white space	The layout appears cluttered and busy or distracting with large gaps of white space Lacks organization

PRESENTATION SCORING RUBRIC

	4 POINTS	3 POINTS	2 POINT
	Exceeds Standard- Excellent	Meets Standard – Meets minimum requirements	Does not meet standard – Requires further work
Organization	Organization follows directions for presentation and includes all elements. Smooth transitions	Organization includes all elements required	Organization is awkward with illogical sequencing or missing required elements
Content	Student demonstrates knowledge of acquired skills and shows relationship between project and paper. Student elaborates on unexpected elements/highlights.	Student accurately illustrates process and culmination of project. Lists unexpected elements/highlights and what they learned.	Content is unclear and not well researched.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes	Student maintains eye contact most of the time but frequently returns to notes	Student lacks eye contact and reads most of the report
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation	Student's voice is clear Student pronounces most words correctly Audience members can hear presentation	Student's voice is low Student incorrectly pronounces terms Audience members have difficulty hearing presentation
Response/Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration	Student can answer all questions, but doesn't elaborate	Student is uncomfortable with information and is able to answer only rudimentary questions