

Chassell High School Culminating Project Student Guide



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Chassell High School
Culminating Project

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PURPOSE AND RATIONALE

The Chassell Township Schools has established the Culminating Project as the one of the requirements for graduation from Chassell High School. This experience will focus on the K-12 education and showcase the skills and abilities that will be expected of a successful post secondary student and citizen. A culminating project (also known as a senior project, grad project or exit project), is a project that challenges high school seniors to demonstrate their academic knowledge in an experiential way (in most cases).

The purpose of the project is to increase both teaching and learning. Students are required to complete a culminating project, this is a chance for the student to explore a topic of personal interest. The project provides an opportunity that student may not have otherwise. By completing the project, students have a real life experience that can help them in their next adventure in life (college, job, entrepreneurship, military, internship, etc.).

Students gain a number of important skills by participating in the process such as,

- Leadership
- Communication
- Project management
- Time management
- Group skills
- Negotiation skills
- Meeting deadlines
- Conflict management
- Public speaking
- Presentation skills
- Self motivation

MISSION STATEMENT

The Culminating Project provides students with the opportunity to develop academic, social and moral excellence to foster lifelong learning and to conduct an in-depth exploration of personal interests and demonstrate skills necessary to meet the challenges for future success.

PROCESS GUIDE for STUDENTS

1. Listed below are sequential Culminating Project steps, to guide your work during your Senior Project journey.
 2. Use your own copy of the Culminating Project handbook to find reference pages and/or approval forms. The CP handbook can also be accessed from the school web site at www.cts.k12.mi.us
-

TOPIC SELECTION & APPROVAL

- Brainstorm and start to list and research a few possible topic ideas. The students will work with project coordinators in the beginning of each semester select a topic, and develop the central question.
- Choose your senior project topic, develop your central question, identify your project, get topic approval form signed by Mr. Parmentier.

THE PAPER

- Start your topic research and 3-5 page paper.
- You will use the MLA format for your research paper.
- Use the following webpages for information about proper MLA format, in-text citations, and works cited pages:
<https://owl.english.purdue.edu/media/jpeg/MLAPoster09.jpg>
<https://owl.english.purdue.edu/owl/resource/747/01/>

THE BINDER

The binder will contain all Culminating Project mandatory approval forms, copy of final research paper, photos, etc. As you submit approval forms to the Culminating Project Coordinator, each document is recorded, copied, and the original is returned to you. All forms are then inserted in a portfolio binder.

THE PROJECT

- Your tangible project depends on your topic choice.

The actual project could be a . . .

- Physical product (something you create: at least a slideshow)
- Written product (booklet, manual, music, play, etc.)
- Performance (video of a dance routine, karate moves or an actual live demonstration, etc.)
- Physical experience (video of scuba diving, mountain climbing, skydiving, etc.). If students choose to use any type of multimedia program, the student must have the equipment and knowledge of the media they are working with, as well as making sure the program interfaces with the CTS computer system
- Evidence Book (provides detailed documentation of the process leading up to the finished physical product)

THE PRESENTATION

- The presentation will include details on your topic research and paper including your central question, challenges and lessons learned. The oral presentation is followed by a question and answer period.
- Students will work on the content of their oral presentation, delivery skills, and visual aid display. All students will be scheduled for a formal presentation before a panel of judges.

TOPIC SELECTION GUIDELINES

- The topic should be one in which you are highly interested, but not yet an expert. For example, if you have an interest and aptitude for *automotive technology*, *this could be your research topic*; your *project could be to rebuild a car engine*; and the *central question you answer could be how this engine contributes to fuel efficiency*.
- The topic should be broad enough to allow you to find enough information (from books, magazines, newspapers, Internet, interviews, etc.), but narrow enough to enable you to easily focus your search for information on your chosen topic.
- The topic should be one that challenges your intelligence. Avoid choosing a topic that is limited to somewhat simple ideas or a topic that has very little use or project opportunities (i.e. How to Make a Peanut Butter and Jelly Sandwich). A poor choice for your topic would make the paper, project and presentation uninteresting for both you and the judges. Your topic should show an intellectual stretch for you and be worthy of further study—so choose a good one.
- Be aware that your topic should provide you with direction for choosing your project. Choose your topic with a project(s) in mind. Some students begin their culminating project by determining something they would like to do or make and focus their research topic around their chosen project.
- Stay away from choosing topics that are costly and/or require large purchases of equipment or services. Also, if you do not drive, do not plan research that necessitates travel to great distances. There is no required spending for the research or the project. Your culminating project grade will not be judged by the amount expended to complete all phases of the senior project.
- Use good judgment when selecting your senior project topic. Your topic must be approved by your parents and CTS and be interesting and appropriate for the culminating project judging panel. Select a topic that is complex, worthy of your time and one that you will be proud to share with others. Do not waste your time investigating topics that will be rejected. All topics that are illegal, immoral and/or dangerous are unacceptable by the CTS and will not be approved. For example, avoid topics that involve weapons of any kind, experiments that could be explosive, the handling of potentially hazardous materials, etc. Also, be sure that the project phase of your senior project does not connect to any of the above unacceptable items. Topic approval is at the discretion of the Senior Project Coordinator(s).
- Before making your final topic choice, do some prior research. Investigate your main areas of interest to be sure that you can locate plenty of research material to complete your paper. This information search could open new possibilities for your final topic choice.

Topic Development

When you work on researching a Culminating Project Topic, try asking yourself the following questions. At least one of these questions should help you choose the most interesting topic for your project work.

- What do I enjoy doing in my spare time?
- Is there a social problem I would like to investigate—homelessness, drug abuse, juvenile justice, etc?
- Do I have an invention or creation I would like to further explore?
- Is there something job related that I would like to investigate?
- Have I ever been involved in a school, community and/or state-wide activity?
- Am I artistically creative?
- If I could pursue my wildest dream, what would it be?
- Could my travel experiences give me any topic ideas?
- What is one of the biggest problems facing the USA/world today?
- What would I like to be doing 10 years from now?

Review the questions listed above as you explore possible topics.

Developing the Central Question

With your topic in mind, develop your central question for Culminating Project. The central question provides the learning stretch for your work and will direct your research as you focus on your topic and prepare to write your paper.

Below are a few examples of sample topics and central questions.

Topic: Endangered Animals

Central Question: What life-saving systems are in place for endangered animals in North America compared to South America?



Topic: Sleep Disorders

Central Question: What medical procedures exist to detect, diagnose and treat sleep disorders and what are the respective advantages and disadvantages?



Topic: Cartooning

Central Question: What are the advantages and disadvantages of computer technology as it relates to the art of "cartooning"?



Topic: Yoga

Central Question: What are the differences and similarities between yoga and reiki as they relate to physical and mental health?

CP Phases-Terminology-Central Question-Thesis Statement

CP Topic for Research Paper (Phase 1)

Subject of the student's work for the research paper demonstrating a learning stretch through the topic central question and thesis statement.

Central Question

A question confirming the student's learning stretch and channeling the research to discover specific details about their Culminating Project Topic.

Thesis Statement

A statement that defines the research paper's focus and content. A well-written and engaging thesis is like a map; it will give the paper direction and help guide the student's thoughts, focus their selection of sources, and direct the pertinent issues to address within their paper.

CP Project (Phase 2)

A written, tangible, performance, physical and/or career-related product/project that is linked to the topic.

CP Binder (Phase 3)

A written record/collection of the documents and other data that represents the student's Senior Project journey.

CP Presentation (Phase 4)

A presentation in front of a panel of judges sharing what the student learned, highlighting their CP learning stretch, central question, showcasing skills and sharing their personal growth from beginning to end.

Summary Example

Topic— *Geriatric Dietary Care*

Project— *Charts and Diagrams on Elderly Diets (along with portfolio of work) presented during the oral presentation phase of Senior Project.*

Central Question—*How do the input and output of fluids affect the viability of the elderly?*

Thesis Statement—*Input and output are important for the elderly as it helps them live longer and healthier lives.*

PROJECT GUIDELINES

Carefully choose a project that allows you to develop a physical project or written product, a performance, a teaching or leadership experience, a physical or career-related experience.

Remember, a project cannot involve weapons (of any kind), hazardous or explosive materials, vulgar language, etc. Projects involving any of the above will not be acceptable. Acceptable projects are at the discretion of the Culminating Project Coordinator(s).

Ask yourself these questions before you proceed with your project.

- Does the research add to the project?
- Is there a clear connection between the research topic and the project you want to complete?
- Does the project represent significant amounts of time, effort and appropriate difficulty?
- Does the project go beyond what you already know how to do?
- Is the project something you will do outside of your regular \\ or co-curricular requirements? A project that you produce for any other student organization will not fulfill the Culminating Project requirements unless it goes substantially beyond the original guidelines of that project.
- Will the project involve tangible evidence of your work? For example, is the project something physical that can be seen and touched, is the project a community-based service that can be documented as beneficial and/or is the project something that can be written, produced, demonstrated?

PROJECT GUIDELINES TECHNOLOGY

Video/Photo Story

Students should not go out and purchase a laptop computer and speakers. If a student does not have access to a computer, student must choose another type of project.

No videos will be allowed unless it is pre-approved and fits the project need. (For example, your topic could be news reporting, broadcasting, etc.)

All videos should be at least 5 minutes in length.

A video must be of the student doing or showing something in a professional environment. (i.e. restaurant kitchen)

The student must be in the video doing all of the speaking and demonstrating. This is the student's project.

The video must include audio of the student speaking. No live narration of a video during the oral presentation will be allowed.

The audio level should be loud enough that the judges do not have to move from their seats. The students must provide speakers if the audio on their laptop is not loud enough.

CP BINDER GUIDELINES

Your binder is a physical record and documentation of the work you have done during your Senior Project. It will be on display for judges to review prior to your senior project presentation. A complete binder will provide judges with a clear picture of your Senior Project work and efforts.

Each CTS senior student is responsible for **neatly** completing **all** required items and organizing them into their Senior Project binder.

Be creative as you put your binder together. Although all required items must be included (see the Binder Checklist) there is room for you to express your personal style. For example, you could bind the binder creatively, decorate the cover, include personal touches, etc. to make it something you will be proud of.

Binder Cover must include the following information:

- Your Full Name
- Senior Project Title

Your Binder Table of Contents Page must list the following documents in this order:

- Senior Project Policies Acknowledgment
- Code of Ethics
- Approved Senior Project Topic/Project Approval Form
- Signed Parent Consent Form
- Research Paper
- Letter to Judges
- Supporting Documentation: Outlines, interviews, etc.

PRESENTATION GUIDELINES

Areas of Concentration for Your Presentation:

1) VISUAL – At minimum a slideshow

- ❑ Your visual is something that helps your audience understand the content of your presentation and will assist you in keeping your speech organized.
- ❑ The focus of your visual should be of **substance** not just **show**.
- ❑ **The visual enhances your presentation by being referenced during your speech.**

2) CONTENT

- ❑ Your speech should attempt to anticipate questions that might be asked about your Senior Project. All presenters should be prepared to answer the following:
 - ❑ Why did you choose this topic for your research?
 - ❑ What did you learn from your research?
 - ❑ How did you connect your project to your research topic?
 - ❑ What was your learning stretch in doing this particular project?
 - ❑ What was your central question and thesis statement?
 - ❑ Regardless of the number/type of visuals used, your speech must be at least 5-10 minutes—minimum speaking time is 5 minutes.

3) DELIVERY & APPEARANCE

- ❑ Delivery
 - Note cards may be used, but they should not be read
 - You can walk as you speak, but within a defined area
 - Use your hands to gesture for emphasis
 - Use voice inflection to highlight important points and to keep the audience interested
 - Make eye contact with **all** judges
 - Face your audience at all times—do not turn your back to look at a TV screen or a projector image
- ❑ Appearance
 - You should be clean and well-groomed
 - Your clothes should represent respect for yourself and the audience

**Chassell High School
Culminating Project**

ORAL PRESENTATION RUBRIC

Student's Full Name _____ Evaluator _____

Project Title _____

1. Record a (✓) for each of the (11) **judging criteria** in the appropriate **proficiency column**.

Criteria	Meet/Exceeds Proficiency (1)	Not Proficient (0)
1. Dress and personal appearance appropriate		
2. Introduction stimulates interest and includes central question		
3. Ideas organized, developed, supported and include transitional devices		
4. Link between thesis statement, research paper and fieldwork		
5. Presentation Skills: Proper grammar, diction and vocabulary, eye contact, gestures, movement, posture		
6. Volume and rate of speech are appropriate.		
7. Logically supported conclusion		
8. Full Presentation 5-10 minutes Q&A IS NOT TO BE INCLUDED WITHIN THE PRESENTATION TIME		
9. Physical Project: Evidence of connection to topic, significant planning, effort, appropriate difficulty, etc.		
10. Effective response to questions		
11. Audience Participation: punctual, appropriate conduct displayed, and no distractive actions during presentations		

Judges to TOTAL each Column _____

EACH JUDGE IS TO CALCULATE THEIR TOTAL SCORE _____

- SCORE MUST BE A MINIMUM OF 8 FOR STUDENT TO BE CONSIDERED COMPLETE
- IF NOT AT LEAST 8, STUDENT MUST CORRECT AREAS THAT DO NOT MEET PROFECIANCY AND PRESENT AGAIN
- IF ANY REQUIRED ASPECTS OF BINDER OR PAPER ARE MISSING, STUDENT WILL NEED TO CORRECT AND PRESENT AGAIN

SAMPLE **LETTER TO THE JUDGES**

{The above heading is NOT included in your letter to the judges}

Your Street Address

City, State Zip Code **{Do NOT abbreviate on this line EXCEPT for the state--MI}**

Date

↓ 4 **{Number of returns from last line of typing}**

Culminating Project Judge **{Type inside address exactly as it appears}**

Chassell High School

41585 US Hwy. 41

Chassell, MI 49916

↓ 2

Dear Culminating Project Judge:

↓ 2

The purpose of this letter is to provide you with some personal information about myself.

(Briefly describe yourself through your interests, skills, hobbies, etc.)

↓ 2

(Identify and explain your "central question", what you learned during your Senior Project journey and reflect on any skills you developed.)

↓ 2

(List or explain your short and/or long term goals and how your Senior Project has prepared you for life after high school.) Thank you for taking the time to review and evaluate my project journey.

↓ 2

Sincerely,

↓ 4

(Sign your name in this space with a pen)

(Type your full name)

NOTE:

- **The Letter to Judges must be typed in Times New Roman, 12 font, single-spaced with double spaces between paragraphs as indicated by the ↓.**
- **Any of the shaded areas above are not to be typed into the body of your letter**

Chassell High School

Culminating Project

Your address
City, State Zip code
Date

Culminating Project Judges
Chassell High School
41585 US Hwy. 41
Chassell, MI 49916

Dear Culminating Project Judges:

The purpose of this letter is to provide you with some personal information about myself.
(Briefly describe yourself through interests, skills, hobbies, etc.).

My central question is **(Explain what you learned during your senior project and what skills you have acquired).**

In the future **(List and explain your long term and short term goals and how senior project has prepared you for life after high school).** Thank you for taking the time to review and evaluate my Project journey.

Sincerely,

Full name

Oral Presentation Day Special Request Form

Student's Full Name _____

Senior Seminar Instructor _____ Rm. No. _____

Due Date _____ Adv. Rm. No. _____

Attention Seniors

Mark an "X" next to the items you require for use during your Project presentation.

Students are responsible to confirm that multimedia programs used to create a tangible product interfaces with the CTS computer system.

Need a different physical space other than a regular classroom (chorus room, large area etc.) _____

PLEASE SPECIFY IN DETAIL WHY THIS REQUEST IS NEEDED. THIS INSURES THAT YOU WILL HAVE A ROOM WHICH FITS YOUR NEEDS.

NOTE: You must **make your presentation on your own**, however, if you are going to have an "assistant" in the presentation room—**it must be approved**. Indicate below who that person will be and the reason for inclusion in your presentation. **This assistant must be a vital component of your presentation.**

Assistant's Name _____ Telephone _____

Reason for Assistant _____

***All** Microsoft Office documents and video programs must be saved to a flash drive (removable drive) so it can be used as a back up in case of a technical problem.

NOTE—Other Technology/Visual Aid Requirements

If any of the following technology/visual aids are necessary, **they must be provided by each individual student**. These items include—CD players, speakers, audio tape players, slide projectors, music keyboards/instruments, etc.

Failure to submit this form by the given deadline will result in the student not having the required technology available on their scheduled presentation date.

ADVISORY BOARD

What is the Culminating Project Advisory Board?

The Culminating Project Advisory Board is set up to assist the Culminating Project Coordinator(s). For instance, if you need extra time to complete one of the phases of the Project, or, if the coordinators learn someone has plagiarized (cheated) in their project, the Advisory Board **WILL** be asked to determine the consequences.

Who is on the Culminating Project Advisory Board?

This Advisory Board is comprised of a teacher from each department at the high school along with a member(s) of the high school Administrative Team and/or school department and community.

What do I do if I need more time for my Project?

Contact the Culminating Project Coordinators with a **written request at least 10 days in advance of a due date** for that phase of the Project. Any request for more time that is received by the Coordinator(s) less than 10 days prior to the deadline will be accepted only if special circumstances are involved. The Coordinator(s) will decide if your request should be submitted to the Advisory Board.

What happens if I am accused of cheating or being academically dishonest?

The Advisory Board will handle cases involving plagiarism (cheating) or academic dishonesty in the same manner as they handle requests for extensions of time.

Culminating Project Policies Effective September 2013

PLAGIARISM: is the unlawful claiming of another person's work as the student's own. Any incidents of plagiarism or a violation of Culminating Project ethics code in any part of Culminating Project work will result in an automatic failing grade, and a referral to the administration. Outcomes of the meeting with the administration will include the suspension of the privilege to participate in graduation exercises. Other outcomes may include the suspension of other privileges from any or all senior activities. In addition, students run the risk of not graduating from CTS.

DEADLINES: it is essential that students meet all Culminating Project deadlines and plan accordingly in order to assure their progress toward completion of Culminating Project and participation in graduation exercises.

In keeping with the graduation requirements stated on page 4 of the Culminating Project Handbook, all Culminating Project components must be fulfilled no later than the last official date as outlined by the Culminating Project time lines, handbook, and the school's website. Any student who fails to meet the given completion deadline may be withheld from participation in graduation exercises and/or activities. However, a student will be able to attend a "Culminating Project" summer school; if successful, the student will receive their Chassell High School diploma upon completion.

ORAL PRESENTATION: All students will have an opportunity to present their Culminating Project in front of a panel of judges. Students who are absent from their initially scheduled presentation will need to provide a doctor's note or other documentation as to the reason for the absence. This documentation will be reviewed by the Culminating Project Coordinators. Based on the review of the documentation and approval from the Culminating Project Coordinators the student will be rescheduled for an oral presentation date. If after the second opportunity the student is not proficient, they may attend the Culminating Project summer school; if successful during summer school, the student will receive their Chassell High School diploma upon completion.

TOPIC APPROVAL: No Senior Project work may begin until a Topic, Central Question and Project have been approved by the Senior Project Coordinators. If these are not approved, the student will have to choose another topic.

ATHLETIC/EXTRA CURRICULA ACTIVITIES:

Failure to be current on all Senior Project course requirements will result in being removed from participation in an athletic activity, fine art event, or any other school activity as determined by the Principal or his/her designee.

Student's Name (printed) _____

Student's Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

CODE OF ETHICS

As a member of the Chassell school community, I understand that I am solely responsible for completing a Culminating Project as part of the Graduation Requirements set forth by the District.

I recognize that **all** work related to this project must be originated by me and me alone. Honor and integrity exemplifies my responsibility for completing this project. Therefore, I pledge to the following:

I must meet all project deadlines.

I will complete all of my topic research on my own.

I will write my own research paper and will not plagiarize any part of my research paper as defined in the CTS Culminating Project Student Handbook.

I will not use a paper or any information collected and/or organized by any other student or adult.

I will not use a purchased or Internet research paper.

I will learn research techniques and MLA (Modern Language Association) format as a component of the English department curriculum and will type my paper in MLA format.

I will collect all required parent and coach approval forms with authentic signatures for my Project Portfolio.

My binder will reflect only the work I have completed during my Culminating Project journey.

*I understand that plagiarism is the unlawful claiming of another person's work as my own. Furthermore, I understand that any incidents of plagiarism or a violation of Culminating Project ethics code in any part of my Project work **WILL** result in an automatic failing grade, a **referral to the administration and Culminating Project Advisory Board.** Outcomes of the meeting with the **Advisory Board WILL include the suspension of the privilege to participate in graduation exercises. Other outcomes may include the suspension of other privileges from any or all senior activities. In addition, students run the risk of not graduating from CTS.***

Student's Name (printed) _____

Student's Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

TOPIC AND PROJECT APPROVAL FORM

Student's Full Name _____

Advisory Instructor _____

1. What **topic** would you like to research for project?

2. What is your "**central question**" for your topic? Remember, your topic should be something you find interesting and challenging and explores "new" learning.

3. What **project** would you like to work on that is linked to your Culminating Project Topic? Remember, **you must have something to "show" as a project (slideshow at least)**—be specific.

By signing below, I promise that the above information is honest and accurate.

_____ (Student Signature)

Topic, Central Question and Project Decision

_____ Project Topic **approved**

_____ Project Topic **changes required**

_____ Central Question **approved**

_____ Central Question **changes required**

_____ Project **approved**

_____ Project **changes required**

Explanation for changes: _____

Note: You must make adjustments to your topic/project or chose a new topic/project and resubmit by _____

Signatures of Senior Project Coordinator(s) _____
(Required) _____

Revision date: _____

PARENT ACKNOWLEDGMENT/CONSENT FORM

Choice of Senior Project Topic

This parent acknowledgment form hereby recognizes that the parent(s) or guardian(s) of _____ are aware of Chassell High School's graduation requirements as it relates to their son/daughter's **Culminating Project**.

By signing below you acknowledge that you have been informed of the new graduation requirement and in particular the requirements for Culminating Project. If your child does not successfully complete a **Culminating Project**, he/she will not graduate.

In addition, as the parent/guardian of _____ I am fully aware of and approve of the following project choice:

Topic for Culminating Project _____

I realize the research and project must represent learning stretch-something that my son/daughter has **NOT** accomplished before.

Both my son/daughter and I understand that **plagiarism** is using another author's words or ideas without giving credit. I am aware that if my son/daughter plagiarizes any portion of the research paper, he/she will receive a zero for this part of his/her project. In addition, any violation of the **Code of Ethics** could result in a hearing before the CTS **Culminating Project Advisory Board**.

Parent or Guardian Signature

Student Signature

Date ____/____/____

Date ____/____/____

Home #: _____

Work #: _____

Cell Telephone #: _____

E-Mail Address: _____

Chassell High School
Culminating Project

Requirements for Successful Completion

PAPER

- The final paper (submitted through [Google Documents](#))
- Three to five sources minimum. A personal interview counts as a source.
- MLA Format
- Between 3-5 pages (minimum), double-spaced in 12 point font
 - Review of Topic Sources—1) Research, 2) Journal and 3) Reflection
- Free from plagiarism. (*Plagiarism is cheating and results in an automatic zero on the paper.*) Plagiarism includes material taken from another source without sufficient documentation. You must show proof of all collected research used in your report including quotes and paraphrasing of another's words or ideas. All proof of research is documented on the Works Cited page of your report.
- Submit on or before due date.

PROJECT

- Project may be a *physical product, written product, performance, teaching or leadership experience, physical experiment, or career-related project. This can be a slideshow for your presentation.*
- Project must show a learning stretch, taking you beyond what you have ever done before
- Project must be related to your research paper
- Project must be completed by student

BINDER

- Senior Project Policies Acknowledgment
- Code of Ethics
- Approved Senior Project Topic/Project Approval Form
- Signed Parent Consent Form
- Research Paper
- Letter to Judges
- Supporting Documentation: Outlines, interviews, etc.

PRESENTATION

- Between 5-10 minutes—Does not include time for answering questions from judges
- Judged on content and delivery using a rubric
- Appropriate professional dress (*unless dress reflects the project*)
- Visuals to enhance speech (such as: Evidence book, outline on flip chart, photo portfolio, costume)
- Tangible Project available for review (at least a slideshow)

Chassell High School

Culminating Project

Name: _____

ADVISING SCHEDULE

Date	Time	Notes
September: Meet with all Seniors during tutorials		
October		
November		
December		
January		
February		
March		
April		
May		

- You will meet monthly with your coordinator. Most meeting will be during your tutorial times. If that is not possible, you and your coordinator will schedule a meeting.
- Starting in October, Thursday's tutorial classes will be designated as a workday for your senior project, if needed.

DISCLAIMER

This handbook was written for the needs of the Chassell Township Schools and the students of Chassell High School. In some cases it was compiled from sources available and shared through individuals, workshops and/or the Internet. The primary resources used were from Chrystine N. Caffrey & Patricia L. Dionne and East Providence High School. From the information shared and available through these sources free of charge, specific documents were rewritten and revised to meet the needs of our student population.

In no way is it the intent of the Chassell Township Schools to infringe on the copyright or publication rights of any particular company, organization or source for financial gain.

This handbook is intended to be as comprehensive and specific as possible, given the limitations of a handbook. In the course of the school year, necessary changes may occur, and it is the responsibility of every student to attend school/ class to learn of any necessary adjustments as they may occur.

The sole and explicit use of this handbook is for our Coordinators, administrators, faculty, students and parents in preparation for the Culminating Project.

Revision date August 10, 2016