

Perkiomen Valley High School



“Tell me, and I’ll forget.
Show me, and I may not remember.
Involve me, and I’ll understand.”
Native American Saying

PERKIOMEN VALLEY HIGH SCHOOL

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Dear High School Student,

Students graduating from Perkiomen Valley High School (PVHS) must complete a graduation project as a 0.5 credit graduation requirement of Perkiomen Valley School District (PVSD)..

The project has been newly revamped and several changes have been made. Please read through this manual carefully as it contains pertinent information regarding the steps necessary to complete the project. The support documentation (paperwork), types of projects, guidelines, deadlines, assessment information and rubric are included in this manual. You and your parent/guardian(s) should review the entire manual so that you will have a thorough understanding of what is expected of you as a student completing the project.

We encourage you to select a project which not only provides a challenge, but a life learning experience as well. The project coordinator, teachers, and staff will provide the guidance necessary to help you; however, the primary responsibility to complete the graduation projects rests with you.

Please speak with the graduation project coordinator if you have any questions, concerns, or suggestions. Contact information can be found on the last page of this manual.

Wishing you success,

The Perkiomen Valley School District Staff

Learners Today, Leaders Tomorrow

THE HIGH SCHOOL GRADUATION PROJECT REQUIREMENT

The Perkiomen Valley School District Graduation Project is intended to be a comprehensive learning activity. The project is meant to demonstrate the district's standard of outstanding student performance. Students will have the opportunity to exhibit problem solving, self-directed learning, decision-making and independent research while investigating a specialized area of interest.

The Perkiomen Valley School District Graduation Project, which applies to all students . . .

- Explores an appropriate area of study approved by the Perkiomen Valley School District
- Provides a challenging learning experience while creating a uniquely personal product
- Supports diversity and individual learning styles
- Encourages enterprise and personal ownership of a task
- Promotes self-esteem and self-confidence through successful project completion
- Promotes accountability and responsibility

DETAILED TIME LINE

FRESHMAN YEAR

- Students are introduced to Graduation Project website. The website is open and available for viewing by all students. In order for students to view the group page, they must be logged into Edline.
- All students (at each grade level) are exposed to the Career & Volunteer Fairs at PVHS (traditionally held in November). This is one opportunity for students to explore opportunities or fields that interest them.

SOPHOMORE YEAR

- Students review the Graduation Project Manual online, to be read by students and parents.
- Project types discussed during assembly.
- Student selects project type and submits proposal. Students should begin working towards completion of project once their proposal is approved by the Graduation Project Coordinator (proposal form due by April 1st).

JUNIOR YEAR

- Student continues to work towards completion of project throughout year.
- Students meet with project coordinator to resolve any questions, concerns, etc.
- Students may present project earlier than senior year if it is complete and they are prepared to present.

SENIOR YEAR

- By December 1st of the senior year, the graduation project file folder should include copies of the following: approved proposal, time log, mock interview, four copies of culminating (final) paper.
- Students prepare for oral presentation and complete a visual to use during presentation
- Students present to panel of assigned teachers and administrators in the spring (date can be found on the district calendar or the Graduation Project Edline webpage).
- Students receive certificate of completion and grade
- Select students speak to underclassmen about their personal experiences with the project

The Perkiomen Valley School Board has been extremely supportive of the Senior Graduation Project and has set aside a day specifically for seniors to present their projects.

TYPES OF PROJECTS

Career Focus

- The **Career Focused** Graduation Project allows you the opportunity to explore various career interests you may wish to pursue in the future. In order to complete the project, you must complete at least 3 full day (8 hour) job shadow experiences and complete a mock interview with one person from one of the sites you visited. Take plenty of pictures while on site (with permission). Keeping a log of your daily activities will be helpful. This log should include the details which you have experienced, struggles, accomplishments, or any interesting facts or situations you wish to include in your presentation.

Curriculum Focus

- The **Curriculum Focused** Graduation Project allows you the opportunity to explore various projects which reflect your skills in a curriculum area that interests you. For example, if you are interested in Earth and Space Science then you would complete a project revolving around an Earth and Space focus. You will have to implement the knowledge you may have gained over time towards one specific long-term project. In order to complete the project, you must complete at least 24 hours of work towards the project, and complete a mock interview. Take plenty of pictures throughout the process of the project (before, during, and after) and keep a log each time large improvements or steps are completed on the project. This log should include the details which you have experienced, struggles, accomplishments, or any interesting facts or situations you wish to discuss. ****For this particular focus, students must gain teacher approval (in relation to the curriculum area studied) prior to submitting a proposal form online. Teachers must email the coordinator to verify the approval. ****

Community/Volunteer Focus

- The **Community/Volunteer Focused** Graduation Project allows you the opportunity to explore various volunteer opportunities in your community. This may range from full day volunteer experiences (such as Habit for Humanity) or consist of small community projects over a long period of time (such as Mile Highway Clean-ups). In order to complete the project, you must complete at least 24 hours of community service and complete a mock interview. Take plenty of pictures while on site (with permission from surrounding people) and keep a log experience of each day of community service. This log should include the details which you have experienced, struggles, accomplishments, or any interesting facts or situations you wish to discuss.



PERKIOMEN VALLEY HIGH SCHOOL
GRADUATION PROJECT

Approved by: _____
Date: _____

Mark the box indicating which type of project you intend to complete.

- CAREER FOCUS
- CURRICULUM FOCUS *
- COMMUNITY SERVICE

Name: _____ Date: _____

Homeroom Teacher: _____ HR #: _____ Class of 20 _____

Complete the following questions and submit this form to your homeroom teacher or to Mrs. Colucci in room 237.

1. In a few detailed sentences, please explain your project and plan of action towards completion.

2. Why did you choose this particular focus?

3. What do you plan to learn from this experience?

4. How will completing this project be beneficial for your future?

5. Please provide 3 locations of where you might complete your project and the contact information:

Business Name: _____ Contact Info: _____

Business Name: _____ Contact Info: _____

Business Name: _____ Contact Info: _____

***If you are completing a Curriculum Project, please list the teacher and subject area above and ask that teacher to email Mrs. Colucci with their approval of your project idea/proposal.**

Please see Mrs. Patti Colucci, Graduation Program Coordinator (Room 237) with any questions or concerns.

Written Consent:

Student: _____ Date: _____

Parent: _____ Date: _____

MOCK INTERVIEW:

Every interview is a two way street. The person who is trying to secure a job receives the lion's share/majority of questions. However, there is also an opportunity for them to ask questions and learn more about the person(s) they are meeting or the field/company represented. A successful interview requires preparation.

STUDENTS:

Take this opportunity to learn something about the organization or individual. You do not need to record specific answers. Rather, take this opportunity to learn from this experience. Ask questions about how this individual came to this profession, what advice they might have for you, what best prepared them for this career or what challenges or opportunities they experience with their career. Be courteous.

In your final paper and presentation, share what you have learned from their mock interviews.

***** IMPORTANT NOTE TO INTERVIEWER *****

Below, there are sample questions which you (as the student's supervisor and interviewer) may use when completing the "mock interview". If you have other questions that you would prefer to ask, feel free. Please rate the student's overall performance on a scale of 1-4, with 1 being the lowest rating and 4 being the highest. (see attached form).

You are rating the student's business etiquette and how well you felt they were prepared for this interview. For the purpose of this project, etiquette is about presenting yourself with the kind of polish that shows you can be taken seriously. Etiquette plays a subtle yet important role in professional life. As our students gain more life experiences (with job shadowing, graduation project completion and career study) their responses and ease of interviewing will take shape.

Please write additional comments on the paper if necessary.

Thank you very much for participating in this program.

SAMPLE QUESTIONNAIRE FOR "MOCK INTERVIEW"

- 1. How would you describe yourself?**
- 2. What influenced you to choose this graduation project?**
- 3. What do you think it takes to be successful with this project?**
- 4. How would you describe yourself in terms of your ability to work as a member of a team?**
- 5. Have you ever had difficulty with a supervisor or instructor? How did you resolve the conflict?**
- 6. Tell me about a major problem you recently handled. Were you successful in solving it?**
- 7. What personal weakness has caused you the greatest difficulty in school or on the job?**
- 8. How do you define "success"?**
- 9. Describe a situation when you were able to have a positive influence on the actions of others.**
- 10. Do you think that your grades are a good indication of your academic achievement?**

GRADUATION PROJECT - TIME LOG

Name: _____ Homeroom #/Advisor: _____ Class of _____

Project Title: _____

Complete the Time Log during your project. You are expected to document at least twenty four (24) hours.

Date	Activity (take notes here, it will help when you write your paper)	Time Spent (that day)	Total Time (cumulative)

TOTAL HOURS: _____

Student Signature _____ Date _____

This form must be submitted by December 1st of your senior year. You may submit this earlier if your project is complete. Submit this paper directly to your Graduation Project file folder in your homeroom. If you have any questions, see Mrs. Patti Colucci Room, Graduation Project Coordinator, in Room 237.

GRADUATION PROJECT : CULMINATING PAPER

The Culminating Paper (previously called the Project Summary) must be three pages in length, double-spaced. This paper must be MLA formatted.

For specific MLA format instructions:

https://mbc-items-production.s3.amazonaws.com/items/documents/002/705/444/original/MLA_Paper_Format_Guide_Final.pdf?AWSAccessKeyId=AKIAJVGXSRXITIHUXYPQ&Expires=1349202536&Signature=8Rr%2FT7%2FaM3udLz5nISsTofwxYqk%3D&response-content-type=application%2Fpdf

It is important to **SPELLCHECK, PROOFREAD, AND HAVE 2 PEOPLE EDIT YOUR PAPER**. This paper must demonstrate acceptable mechanics and use of the English language.

Once the Summary has been edited and you have a final version, print 4 copies by December 1st of your Senior Year.

Please use the following as a guide for your Summary:

Introduction:

- Brief overview of your project
- The major strength of this project (What makes it significant?)
- Thesis: what are the major areas of focus in the paper?

What:

- The reasons you chose this particular topic or type of project
- What did you do? Who did you interact with? Where did you go?
- The resources and materials used in completing this project

Why:

- Why was your participation important or meaningful?
- The part of the project that proved to be most difficult or challenging
- The part of the project you would do differently

How:

- The knowledge, skills, or abilities you gained as a result of this project
- Reflection on your mock interview (i.e. How did you think it went? What was your response to the feedback you received?)

Conclusion (application or understanding of how this experience was relevant)

- Brief recap of what you discussed in this paper – key points
- What is the one thing you would like the audience to remember about your project?
- The ways you might use what you've learned in the future

DEADLINE VS. LATE SUBMISSION

It is extremely important to meet deadlines throughout life. As many of you know, submitting work late may jeopardize your chance of receiving the best grade possible. If you meet all deadlines by submitting material on time, you will receive the highest amount of points during your evaluation for that particular assessment. Each time you submit material late, your grade will drop one numerical point. Meeting deadlines will help to improve your overall assessment and help you to receive the highest grade possible.

The following materials and deadlines appear below:

Graduation Project Proposal form	Due: April 1st (Sophomore Year)
Time Log	Due: December 1st (Senior Year)
Supervisor Approval of Hours & Mock Interview	Due: December 1st (Senior Year)
Culminating Paper	Due: December 1st (Senior Year)

For students who would like to present their projects EARLY, the paperwork should be handed in on or before December 1st of that school year. The presentation will be in the spring of that same school year.

**** If you fail to attend your scheduled presentation, you can only receive the lowest grade possible while still passing. If you cannot present on the set date deemed by the School Board, please see the Graduation Project Coordinator to make other arrangements to present early. Thank you. ****

EXPLANATION OF ASSESSMENT

The following is an explanation of how each project is assessed:

Distinguished with Honor

- Perfect score (52) from every panel member

Distinguished

- Receive an average score greater than 47 (but less than 52)
- Completed the project entirely and submitted all materials by deadline
- Spoke clearly and acted professionally while presenting project
- Answers all questions asked by panel with extensive knowledge and explanation
- Project is in accordance with proposal
- Writes an organized, detailed, and grammatically correct paper and brings multiple copies for panel members
- Student presents a creative visual which clearly relates and further aides in the explanation of the project

Proficient

- Receive an average score greater than 31
- Overall, submitted most materials by the deadline
- Appears to be committed to project, but may not have completed full 24 hours or have sufficient knowledge about project in its entirety
- Paper appears to be well written but may have few grammatical errors and student brings multiple copies for panel members
- Project is in accordance to proposal form or closely related
- Oral presentation could use minor improvements, but overall student spoke clearly, slowly, and was able to explain project with sufficient knowledge
- Student was able to answer most questions presented by panel members
- Visual product was good and closely related to project

Remediation/Graduation Project

- Remediation occurs if a student receives an average score equal to or less than 31 and did not meet the above requirements
- Those students who do not present their graduation project on time must reschedule and complete the project in its entirety but may not receive a grade other than "completed".

Completion and evaluation of the graduation project will be included on the student's official high school transcript. The student will receive 0.5 academic credit for successful completion of all requirements. Unsuccessful students will be referred for remediation.

All students graduating from Perkiomen Valley High School must satisfactorily complete and present their graduation projects.

Student Name: _____

Date: _____

WRITTEN COMPONENT:	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	Rating
FOCUS	Sharp, distinct controlling point made about a single topic with evident awareness of task and audience	Clear controlling point made about a single topic with general awareness of task and audience.	Vague evidence of a controlling point about a single topic with an inconsistent awareness of task and audience.	Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.	
CONTENT & DEVELOPMENT	Substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.	Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.	Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, underdeveloped writing with little or no support. May be a bare list.	
ORGANIZATION	Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.	Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.	Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.	Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.	
STYLE	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.	Appropriate control of language, stylistic techniques, and sentence structures that create a consistent tone.	Limited control of language and sentence structures that creates interference with tone.	Minimal control of language and sentence structure that creates an inconsistent tone.	
CONVENTIONS	Thorough control of sentence formation. Few or no errors are present in grammar, usage, spelling, and punctuation. Errors present do not interfere with meaning.	Adequate control of sentence formation. Some errors present in grammar, usage, spelling and punctuation. A few of the errors may interfere with meaning.	Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors are present in grammar, usage, spelling, and punctuation, and some may interfere with meaning.	Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors are present in grammar, usage, spelling, and punctuation and interfere with meaning.	

ORAL COMPONENT:	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	Rating
CONTENT	Exhibited comprehensive grasp of project. Perceptive analysis, synthesis and evaluation.	Exhibited adequate grasp of project. Adequate analysis, synthesis and evaluation.	Minimal grasp of project. Content of presentation barely covers project.	Little or no grasp of project. Content missing from presentation.	
ORGANIZATION	Effective organizational strategies during the presentation. Coherent and well organized.	Adequately organized with a competent presentation.	Inconsistent or ineffective organization. Poorly organized.	Little or no evidence of organization. Inadequate	
DELIVERY	Precise delivery. Commanding stance and appearance. Varied and direct eye contact. Engaged all panelists. Impressive articulation.	Appropriate delivery. Confident stance and appearance. Made eye contact and clearly articulated content.	Lacked confidence as apparent with stance. Minimal or indirect eye contact.	Inarticulate	
DISCUSSION	Answered panel questions thoroughly with creative and analytical responses.	Somewhat creative and analytical when answering questions from the panel	Inadequate or vague answers to panel questions.	Unable to answer panel questions.	
VISUAL	Visual product had no errors. Product essential to presentation and thoroughly complemented content material	Adequately incorporated visual product into presentation. Product complements and extends content material.	Minimal visual product. Incorporated product into presentation. Product extends content material.	No visual component. Product does not extend project content.	

OVERALL PROJECT:	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)	Rating
CONTENT & COMPLETION	Project clearly matches proposal and hours required were completed.	Project somewhat resembles proposal and fulfilled required hours.	Project is not reflected in proposal. Less hours completed than required.	No proposal. No documentation of time.	
MOCK INTERVIEW	Excellent business etiquette. Fully prepared with excellent responses.	Good business etiquette. Answered questions with detailed responses.	Fair business etiquette. Minimal preparation evident.	Poor business etiquette. Unprepared. No paperwork present for interview.	
TIMELINESS / DEADLINES	Met all deadlines.	Missed one deadline. Presenting on time.	Missed one deadline. Late presentation.	Missed more than one deadline. Late presentation.	

Grade:
(mark one)



Distinguished
with Honors
52/52



Distinguished
>47/52



Proficient
>31/52



Non-Proficient
31 or lower
(must remediate)

TOTAL:

/52

GOOD LUCK!



PLEASE SEE THE GRADUATION PROJECT COORDINATOR

Mrs. Patti Colucci, M.S.W.

Room 237 – PVHS

pcolucci@pvsd.org

WITH ANY QUESTIONS, CONCERNS, OR SUGGESTIONS.

THANK YOU!