

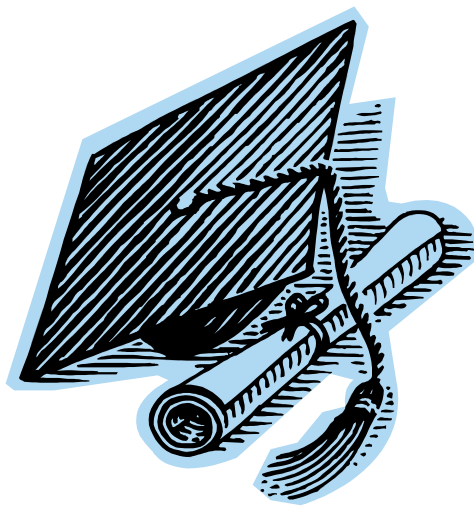
Clayton High School

Graduation Project Guidelines and Forms

Supplement to Online CHS GP Handbook and Classroom Reference Book

2009-2010

English III Edition



Administrator

Clint Eaves, Principal

Senior Project Contacts

Graduation Project Coordinator, Laurie Evans
Assistant Principal, Tony Stewart
English Department Chair, Nan Danehower

URL: <http://www.johnston.k12.nc.us/education/components/calendar/calendar.php?sectiondetailid=42993>

Clayton High School: 919-553-4064
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Revised January 2009



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*
DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*
WWW.NCPUBLICSCHOOLS.ORG

August 8, 2007

Dear North Carolina Educators and Citizens:

The North Carolina State Board of Education and Department of Public Instruction work consistently to identify the needs of North Carolina students. The future demands that students be prepared to function in a globally competitive world which will lead to their success in the workplace, higher education, the community, and life.

The North Carolina High School Exit Standards were implemented with this in mind starting with the entering ninth graders in the 2006-2007 school year. In addition to achieving proficiency on five end-of-course assessments, students are required to complete a Graduation Project which serves as a performance-based assessment for students to demonstrate what they know and are able to do as a result of their cumulative education. The Graduation Project provides the opportunity for students to apply concepts, knowledge, and 21st Century skills so that they become responsible and productive citizens. The Graduation Project encourages students and educators to explore the rigor, relevance, and relationships essential to a successful high school experience.

The Graduation Project contains four components: a research paper, product, portfolio, and presentation. These four components are a culmination of the entire high school experience concluding in the student's final year of high school. The Graduation Project components engage students in the teaching and learning process and allow them to apply skills needed to be successful in post-secondary education and careers. Teachers, parents, community members, and project mentors inspire high school students to think about new ideas, explore new possibilities, and chart new paths.

The *Graduation Project Implementation Guide* is designed for stakeholders to learn more about the Graduation Project, the processes involved with its completion, and its correlation with ensuring that all North Carolina high school graduates are able to use 21st Century skills and be successful in a globally competitive world. We believe the Graduation Project provides a critical opportunity for all North Carolina students to work with teachers and the community to demonstrate their knowledge, skills, and proficiency around a topic of their choice and linked to their area(s) of interest.

If you have any questions, please contact Bryar Cogle at tcogle@dpi.state.nc.us or 919-807-3855.

Sincerely,

Howard N. Lee

June St. Clair Atkinson

HNL/JSA/tas

OFFICE OF THE STATE SUPERINTENDENT

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

TABLE OF CONTENTS

Choosing a Research Topic	4
Clayton High School Honor Code Policy	5
Intent Form	6,7
Graduation Project Advisor Contract	8
English III Graduation Project Paper Specifications	9,10
“Yes”Test	11
North Carolina Research Paper Rubric / Fatal Flaws	12-14

IMPORTANT NOTE:

If you get behind or become confused, ASK FOR HELP! Do not allow yourself to fall further and further behind if you hit a snag at some point in the process. Many people are available to help you catch up!

**The Graduation Project Page on the CHS website can be found at:
<http://www.johnston.k12.nc.us/education/staff/staff.php?sectiondetailid=74609>**

CHOOSING A RESEARCH TOPIC

The topic you choose must be debatable and defensible, a question to be considered or decided. You must choose a position and defend and support it.

Choosing a topic

You should think carefully about your topic because you will be spending quite a bit of time investigating it. Your topic should be one you are passionate about or highly interested in. It may relate to a career or future area of study or hobby.

Examples of Interests

Animal Communication

Robotics Relationship to Prosthetics

Musical Arranging

Impact of Aphasia

Impact of Cliques on High School

Narrowing your topic to an essential question

Once you have determined your topic of interest, you must narrow that topic to an essential question.

Example: Topic - Birth Defects

Essential Question - Is Cloning Ethical?

Essential Question – Should a child with birth defects be given the same educational opportunities as a child without birth defects?

Possible Product—Work at a DNA replication lab or work at NCSU School of Veterinary Medicine over a period of time.

Possible Product - Volunteer with children who suffer from birth defects in a school setting.

Example: Topic—Racism in Education

Essential Question – Does Race Affect a Child’s Education?

Essential Question – Should Affirmative Action Affects University Entrance Policies?

Essential Question – Does Race Affect Social Promotion in Schools?

Possible Product - Live with minority family or tutor minority child.

- Create mentoring program within school setting.

In your paper, you must express your opinion in your thesis without using an “I think” statement. The body of your paper will consist of the research you found that supports your opinion. Your conclusion will reflect critical thinking on your topic and expand upon your thesis without restating it. Your topic **should not** be a definition paper. For example, you may not research a topic such as “What is art therapy?”

Remember: the paper will not be a “how to” or a biography.

CLAYTON HIGH SCHOOL HONOR CODE POLICY

Clayton High School regards plagiarism as a very serious offense. Plagiarism is a form of cheating, and cheating will not be tolerated.

Plagiarism is defined as:

The use of another's words without acknowledging the source, whether found in printed material or in electronic media, including submitting the work of another, either published or unpublished, in full or in part, free or purchased. It also includes the use of another's created production or presenting as new and original an idea or product derived from an existing source.

It is the teacher's responsibility to provide instruction concerning documentation procedures. Ultimately, however, academic honesty is the student's responsibility. If plagiarism is not discovered during the writing process or product creation but appears in the final paper or product, the penalties listed below will apply.

English III Students: Student research will be evaluated throughout the writing process. A paper containing blatant plagiarism will be returned as it will not meet the requirements of the state-created rubric. After having a period of time to conference with the teacher and make any necessary corrections, the student may resubmit the paper for a regrading. If the resubmitted paper still contains a pattern of plagiarism, it will fail again and will require an additional redo. We will follow the same procedure for the product.

I understand that if the initial copy of my research paper contains plagiarism, it must be rewritten correctly in order for me to continue with my Graduation Project. I also understand that until the paper is redone, it will receive a pass/fail grade of fail.

English IV Students: However, if the product is not my own work, I understand I will be required to start the Graduation Project process again, beginning with the Letter of Intent.

PRINT Student's Name _____

Student's Signature _____

Date _____

Parent's Signature _____

Date _____

Taken from "Plagiarism Policy," *Middle College Graduation Project Handbook*. Johnston County Middle College High School, 2007.

GRADUATION PROJECT RESEARCH TOPIC PROPOSAL

TO: Graduation Project Approval Committee

Name: _____ English teacher/Block: _____

PAPER TOPIC INFORMATION

Graduation project topic: _____

Working thesis statement: _____

Rationale for topic selection: _____

From my research paper, I expect to learn: _____

This topic will be a learning stretch for me because: _____

PRODUCT INFORMATION

Detailed description of the Product (location, expenses, materials needed, etc.): _____

What community involvement is involved? _____

This Product is a learning stretch for me because: _____

Student Signature

Date: _____

Parent/Guardian Signature

Date: _____

Graduation Project Committee Decision on back ...

Graduation Project Approval Committee's Decision:

Research Topic Approved _____

Research Topic Denied* _____

Topic is too broad.

There is no apparent challenge or learning stretch for you with this topic.

Approval contingent upon: _____

Final approval needed from: _____

Topic Approved: _____ Topic Denied: _____

Comments:

Committee Member's Signature: _____ Date: _____

Committee Member's Signature: _____ Date: _____

Committee Member's Signature: _____ Date: _____

***If not approved, you must submit a clean form along with this copy of the form. See your English teacher or the Graduation Project website on the CHS webpage for a clean copy.**

GRADUATION PROJECT ADVISOR CONTRACT

ENGLISH III VERSION

(Please print neatly except signature)

I, _____, as Graduation Project advisor for,
_____, agree to spend time working with him/her on his/her
Graduation Project by doing the following:

- Reading the second draft of his/her Research Paper and making constructive comments along with completing the “YES” Test to help improve it before submission to his/her English teacher
- Discussing possibilities for a Community Mentor to work on his/her product in Eng. IV
- Meeting with students as scheduled on Time Management sheet, completing a short, written reflection to assist advisee in completion of final project.

GP Advisor’s Signature

Date

I, _____, an English III student, will cooperate with my
GP Advisor, _____, by doing the following:

- Submitting the second draft of my Research Paper to my faculty advisor after being read by a peer, as well as being proofread and corrected by me at least two days before the final copy is due to my English Teacher
- Meeting with my GP advisor as scheduled on the Time Management sheet to discuss progress of Graduation Project.

Junior’s Signature

Date

ENGLISH III GRADUATION PROJECT PAPER SPECIFICATIONS

Format Specifications Follow *Writer's Inc.* pp. 276-283.

- Style:** All papers must be typed in 12 point Times New Roman font, double-spaced in black ink.
- Length:** Honors English III: 6–8 complete pages
English III: 4–6 complete pages
Body pages do not include Works Cited or outline pages in these totals. Deductions will be taken for partial pages. See rubric for further details.
- Margins:** Margins must be set at one inch: top, both sides, and bottom.
- Title page:** The title page is the first page of the paper and should follow these guidelines:
1. In a new document, press Enter 5 times.
 2. Center and type the title of your paper in 12 pt. Times New Roman font. No bold, underline, italics or quotation marks in title.
 3. Then press Enter 12 times.
 4. Center and type author information (your name or number).
 5. Press Enter once and type teacher's name (first initial and last name).
 6. Press Enter once and type the course and block (English III-4).
 7. Press Enter once and type the date (day month year).
 8. See example in *Writer's Inc.*, p. 276.
- Outline page:** Outline must be at the front of the paper. Center the title one inch from the top of the page. Double space throughout the outline. The content of the outline must be organized and follow the content of the paper.
- Heading*:** The heading should be in the upper left-hand corner of the first page with the following information double-spaced:
1. Student name
 2. Teacher name (first initial and last name)
 3. Course and block (English III-2)
 4. Date (day month year) 25 August 2009.
- Paper title:** The title for the paper must follow these guidelines:
1. First page centered
 2. Double-space after the last line of the heading*
 3. Use initial caps only (first letter of each main word)
 4. No underlining, quotation marks, italics or bold print.
 5. 12 pt. TNR only
- Page numbers:** The pages must be numbered in the right hand corner, ½" from top on page 1. Your last name and the page # appear in this corner.
Ex.: (Smith 1, Smith 2)
Continue numbering through Works Cited page.
- Paper citations:** The paper must incorporate parenthetical documentation. See *Writer's Inc.* pages 260-263.

Works Cited:

- The title of Works Cited title is centered at the top of the page.
- The document must be double-spaced. Do not put extra spaces between entries.
- All entries must be in alphabetical order by the author's last name or the first word in the citation.
- Put periods at the end of each citation.
- Do not number entries. Do not use bullets.
- See *Writer's Inc.* pages 264-274.

Sources:

- At least five sources must be used in English III. In Honors English III, at least seven sources must be used.
- One source **must** be an interview.
- No general encyclopedias may be used. (World Book, Compton's, *etc.*)
- No internet or CD-ROM general encyclopedias may be used. (*Encarta*, Grolier's.com, Wikipedia, *etc.*)

Citations:

- All citations must be incorporated into sentence.
- If a source is listed on the Works Cited page, it must be used in the paper either in a direct quote or a paraphrase with proper parenthetical documentation.

Paper order: The paper must follow this order:

1. Title Page
2. Outline
3. Body of Paper
4. Works Cited Page(s)

NOTE: Teacher will require all preliminary notes and rough drafts. **DO NOT THROW ANYTHING AWAY!**

Submit the following for grading:

1. Two copies of final draft of paper
2. Rough draft
3. Peer reviews
4. Interview questions
5. Note cards/Source cards or Organization ✓
6. Transcript of primary source interview
7. Copy of Research Paper Approval Form

These items must be submitted in a brown manila envelope, size 9x12. Please rubber band all note cards and source cards.

English III Graduation Project Paper “YES” Test

Name		Teacher		Block	
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GP Advisor		Date Received		Date Graded	
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Acceptable Progress	Unacceptable Progress	Criteria
		Cover page included and correctly formatted
		Outline included and correctly formatted
		Minimum page length for levels*
		Thesis statement (not a question): clear, concise, relates to paper, issue-based and takes a side of the issue
		Paper written in 3 rd person – not personal essay, but non-biased research <ul style="list-style-type: none"> • No first person: I, we, our, us ... etc. • No second person: You
		A primary source interview is included and cited
		Evidence of consistent and conscientious editing
		Introduction engaging & clearly defines thesis
		Information in paper connects & develops thesis
		Few or no contractions appear within the paper
		Content reflects a balance of research and personal voice.
		Topic sentences are not source material, they come from the student
		Conclusion thoughtful, engaging, and clear with original information (expands on thesis without simply repeating it)
		Proper citations within paper – direct quotes & paraphrases documented and listed on works cited <ul style="list-style-type: none"> • No ghost quotes (the entire sentence is a quote) • Direct quotes are outnumbered by paraphrases
		Internal citations are correctly done
		*Minimum number of sources met – primary and secondary, no encyclopedias – must include a primary source (interview) <ul style="list-style-type: none"> *Honors English III: 6-8 pages, minimum of 7 sources cited; 150 notecards *English III: 4-6 pages, minimum of 5 sources cited; 100 notecards
		Works Cited page – accurate and correctly formatted; all sources listed are used
		A student generated graph/chart/picture is included within the paper

Remarks:

State-Endorsed North Carolina Graduation Project Paper Rubric and Descriptors

Rubrics are evaluation tools used to score/grade an assignment or task. The four components of the graduation project will be scored using the rubrics included in this document for both formative and summative evaluations. Rubrics provide an objective method of evaluating the components of the graduation project. Each of the four levels of performance included in the rubrics is identified, along with descriptors of the level. The description given for each level of performance indicates what is expected based on specific criteria for the various categories of the research paper, the product, the portfolio, and the oral presentation. **It is extremely important that all stakeholders be familiar with the rubrics, especially, parents and students.**

EXEMPLARY – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model Graduation Project worthy of showcasing and emulating.

SATISFACTORY – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy Graduation Project.

DEVELOPING/EMERGING – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the Graduation Project.

RESUBMISSION NECESSARY – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the Graduation Project. Resubmission implies that the student has considerable work to do to complete the Graduation Project and is in need of coaching in order to do so.

NOT SUBMITTED – Student did not submit evidence of any effort completed for the designated task.

Graduation Project Research Paper: Fatal Flaws

The following errors will be fatal to your Graduation Project Research Paper. If you have any of the following errors in your Graduation Project Research Paper, it will not receive a grade of satisfactory and will need to be resubmitted to the committee to be reassessed.

Page length requirements are not met.

No works cited page.

Not enough internal citations.

Minimum number of sources is not met.

Sources on the works cited page are not all used.

Internal citations do not match the works cited page.

Sources are not properly cited within the paper.

No personal voice.

North Carolina Public Schools' Graduation Project Paper Rubric

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
F O C U S	Presents an insightful and focused thesis statement.	Presents a thesis statement with adequate insight and focus.	Presents a thesis statement with minimal insight and focus.	Presents a thesis statement with no insight or focus.	Fails to submit paper.
	Draws strong and clear connections between the thesis and significant related ideas.	Draws adequate connections between thesis and related ideas.	Draws insufficient connections between thesis and related ideas.	Shows no understanding of connections between thesis and related ideas.	Fails to submit paper.
O R G A N I Z A T I O N	Effectively provides a logical progression of related ideas and supporting information in the body of the paper.	Adequately provides a progression of ideas and supporting information in the body of the paper.	Provides a poorly organized progression of ideas and supporting information in the body of the paper.	Does not provide a progression of ideas and supporting information in the body of the paper.	Fails to submit paper.
	Effectively uses transitions to connect supporting information clearly.	Adequately uses transitions to connect supporting information.	Ineffectively uses transitions to connect supporting information.	Does not use transitions to connect supporting information.	Fails to submit paper.
	Arrives at a well-documented, logical conclusion, involving critical thinking.	Arrives at an adequately-documented conclusion.	Arrives at an insufficiently documented conclusion.	Does not arrive at a documented conclusion.	Fails to submit paper.

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
S U P P O R T & E L A B O R A T I O N	Effectively synthesizes complex ideas from research sources.	Sufficiently synthesizes ideas from research sources.	Ineffectively synthesizes ideas from research sources.	No evidence of synthesizing ideas from research sources.	Fails to submit paper.
	Demonstrates exceptional selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates sufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Demonstrates insufficient selection of supporting information clearly relevant to the thesis and its related ideas.	Lacks supporting information clearly relevant to thesis and its related ideas.	Fails to submit paper.
	Provides a meaningful presentation of multiple perspectives.	Provides an adequate presentation of multiple perspectives.	Provides a limited presentation of multiple perspectives.	Does not present multiple perspectives.	Fails to submit paper.
	Effectively balances use of quotations and student paraphrasing.	Adequately balances use of quotations and student paraphrasing.	Insufficiently balances use of quotations and student paraphrasing.	Does not balance use of quotations and student paraphrasing.	Fails to submit paper.
	Skillfully integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to emphasize important content.	Effectively integrates student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Includes student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Shows no use of student-generated visual aids (i.e. diagrams, charts, graphs, pictures, graphic organizers) to clarify content.	Fails to submit paper.

S T Y L E	Exhibits skillful use of language, including effective word choice, clarity, and consistent voice.	Exhibits good use of language, including some mastery of word choice, clarity, and consistent voice.	Exhibits ineffective use of language, including weak word choice, limited clarity, and inconsistent voice.	Exhibits severely flawed use of language, including weak word choice, no clarity, and no voice.	Fails to submit paper.
	Demonstrates exceptional fluency through varied sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates sufficient fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Demonstrates limited fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Lacks fluency through sentence structure, paragraphing, flow of ideas, and transitions.	Fails to submit paper.

	Successful Completion		Has Not Completed		
	Exemplary	Satisfactory	Developing/ Emerging	Resubmission Necessary	Not Submitted
C O N V E N T I O N S	Demonstrates a sophisticated use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates adequate use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates limited use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Demonstrates no use of the prescribed format (MLA or APA), including title page, pagination, and citations.	Fails to submit paper.
	Consistently uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Generally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Minimally uses standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Does not use standard writing conventions in grammar, spelling, capitalization, punctuation, and usage.	Fails to submit a paper.
I N F O R M A T I O N	Conscientiously and consistently demonstrates integrity in citing practices.	Generally demonstrates integrity in citing practices.	Inconsistently demonstrates integrity in citing practices.	Does not demonstrate integrity in citing practices.	Fails to submit paper.
	Effectively employs an extensive variety of primary and secondary sources, including a significant amount of current information.	Adequately employs a sufficient variety of primary and secondary sources including a sufficient amount of current information.	Employs a limited variety of primary and secondary sources including an insufficient amount of current information.	Does not employ a variety of primary and secondary sources and/or does not include current information.	Fails to submit paper.
L I T E R A C Y	Demonstrates strong evaluation skills in determining resource credibility and reliability.	Demonstrates sufficient evaluation skills in determining resource credibility and reliability.	Demonstrates limited evaluation skills in determining resource credibility and reliability.	Demonstrates no evaluation skills to determine resource credibility and reliability.	Fails to submit paper.