

Student Name: \_\_\_\_\_

# HANOVER AREA

## JUNIOR/SENIOR HIGH SCHOOL

Class of 2009

## GRADUATION PROJECT HANDBOOK

To access an electronic copy of the Handbook go to [www.hanoverarea.org](http://www.hanoverarea.org)  
Click on Students and then Click on Senior Project Handbook.

## Hanover Area Junior/Senior High School

**To:** Members of the class of 2009

**From:** Mr. David Fisher, Principal

Section 4.24 (a) of CHAPTER 4 of the ACADEMIC STANDARDS AND ASSESSMENT of the PENNSYLVANIA STATE CODE states “Each school district shall specify requirements for graduation. Requirements shall include course completion and grades, completion of a culminating project, and results of assessments based on the state standards in reading, writing and math. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.”

This regulation requires that a senior successfully complete a project and receive a passing grade in order to receive a diploma. The attached document provides an overview of the process to be followed for completion and approval of the SENIOR GRADUATION PROJECT.

Each student will select a topic involving an area of student interest, specialization, or career choice. The Project will consist of **four parts**: the **approved Contract**; the **Journal**, showing research and evidence of student progress; the **Written Component**, with documented research about the topic; and the **Oral Presentation**, demonstrating the research and knowledge learned. A Project Review Panel will evaluate the final components of the Project. The Project, therefore, will demonstrate student ability in integrating curriculum skills -- written, oral, kinesthetic and technologically. The Project will provide direction for student exploration of life skills, foster creativity, demonstrate individual student talent, and apply learning to life.

The Hanover Area School District firmly believes that its Senior Project provides its students with the opportunity to discover individual genius and to stand with pride in demonstrating that discovery as they balance and integrate their learning experiences to prepare for success in their lives.

**Hanover Area Junior/Senior High School**  
**Senior Project Syllabus**  
**Project Scope**

The Senior Project (SP) is a major piece of **independent research and hands on work** that the student designs and completes.

The SP is required for graduation from Hanover Area Junior/Senior High School.

The SP will demonstrate the skills and knowledge that the student has acquired throughout his/her high school education.

Successful completion of the Project shows the student's ability to plan, manage, and create a project, and to set priorities and meet deadlines.

The SP gives the student the opportunity to pursue a specific interest.

**Categories from Which to Choose a Project**

There are two categories from which a student may choose a Project. **All projects must include a research component.**

**I. FUTURE'S PROJECT**--Project investigating a particular profession

This project is the investigation of the profession that the student might choose to pursue for his/her life's work. The project involves finding what preparation, education, and entrance requirements are needed for that profession and researching what type (s) of work/ duties are performed in that profession. It should also include personal interviews or "shadowing" of a person working in the profession. Tangible proof of the student's shadowing or aiding that person in the form of signed documentation is required to accompany any future's project.

**II. COMMUNITY SERVICE PROJECT**--Project allowing the student to interact with the community for the betterment of others

In this project, the student may donate a significant amount of time to established programs or events sponsored by community organizations. Examples are as follows: hospital volunteering, soup kitchen service, youth group/church activity, scouting project, organizing a sports camp. The student may also design and carry out an activity focusing on raising funds for a specific, recognized charity. The student is responsible for research involving the organization or need associated with the activity for any community service project. Activities may not be conducted during school hours or interfere with the educational process. Any project involving school

property must be approved by the administration. Tangible proof of the student's active and significant participation in the form of signed documentation is required to accompany any community service project. **All community service projects must be completed by January 1 unless otherwise authorized by the Administration.**

## **Parts of the Project**

The Project will consist of four parts:

**I. The approved Contract**--provides the student, reader and faculty evaluation panel with the overall design and purpose of the Project, its research, and strategies for completion. Because the contract serves as a guide throughout the entire Project process, its development requires in-depth reflection and planning. It is essential that the student keep a copy of the Contract for himself/herself throughout the Project Process. In addition, a copy of the contract must accompany each journal check and the final journal submission.

**II. The Journal**--shows progress of student's work. Lateness will be penalized. Submission **MUST** conform to the journal requirements.

**III. The Written Component**--summarizes research, defines terminology, and shows logical progression towards a valid conclusion. It demonstrates the student's ability to express himself/herself through the written word. It is a formally written document of at least five pages containing internal citation from at least four varied sources (books, pamphlets, websites, interviews, etc.) that are listed on a Works Cited page. Format to be followed throughout the document is MLA.

**IV. The Oral Presentation**--allows the student 10-15 minutes to defend orally his/her Project in front of a panel of teacher-evaluators. Also, the student is required to answer questions posed by the evaluators for an additional 5-10 minutes.

# SAMPLE #1

Use of District facilities?  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
Signatures of faculty chaperones

\_\_\_\_\_  
\_\_\_\_\_

## GRADUATION PROJECT STUDENT CONTRACT

**Student Name** Mary Jones **Homeroom** 11-2

**Project Advisor** Mr. William Kane

**Mentor/Supervisor:  
Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone Number** \_\_\_\_\_

**Category of Project** ( Circle one )

**FUTURE'S PROJECT**

**COMMUNITY SERVICE PROJECT**

**Project Title** The Education, Responsibilities and Rewards of an Elementary Educational  
Professional

**Written Component:** *What I will research and write about in my paper*

Educational requirements and college coursework for becoming a teacher

State certification                      job description                      salary

**Project Goal:** *What I expect to learn or accomplish as a result of this project*

I expect to learn about elementary education, the years of study and courses required and areas of  
certification. I also expect to learn if I have the interest, aptitude and patience to be an  
elementary teacher and if teaching satisfies my career expectations.

**Project Strategies:** *What will I do?*

I will interview teachers, act as a classroom aide, investigate college courses and state  
requirements, read printed materials and internet articles.

**Materials and equipment required to complete oral presentation**

Classroom materials, video camera, photographs, scrapbook, posters, required legal clearances.

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**Oral Presentation:** *What I will present to the faculty panel*

Using visual aids I will relate my experiences in the classroom and evaluate my personal reaction to the teacher preparation and duties.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent (Guardian) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor/Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**PROJECT REJECTED**

Senior Projects Committee Member Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**REASONS FOR REJECTION**

\_\_\_\_ Topic too broad    \_\_\_\_ Inappropriate topic    \_\_\_\_ Too much like a term paper    \_\_\_\_ Other

**PROJECT APPROVED**

Senior Projects Committee Member Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Project Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Future's Project Shadowing Verification**

1. Students may not receive financial compensation during the duration of their shadowing experiences.
2. Students must shadow their mentors for an amount of time the mentors consider significant and appropriate.
3. Students must receive their mentor's signatures as verification that shadowing requirements have been fulfilled.
4. This completed form must be submitted to the student's team of judges on the scheduled day of presentations.

Student Name \_\_\_\_\_

Mentor's Name \_\_\_\_\_

Mentor's Title and Company or Organization \_\_\_\_\_

\_\_\_\_\_  
Mentor's Address \_\_\_\_\_

\_\_\_\_\_  
Mentor's Telephone Number \_\_\_\_\_

Dates and Hours Spent Shadowing  
(Example: June 19, 2006; 1:00 p.m. – 2:00 p.m. --- 1 hour)

\_\_\_\_\_  
\_\_\_\_\_

Mentor's Signature \_\_\_\_\_

# SAMPLE #2

Use of District facilities?  
\_\_\_\_\_ YES \_\_\_\_\_ NO  
Signatures of faculty chaperones

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Graduation Project Student Contract

Student name James Wilson

Homeroom 11-3 Project Advisor Mr. David Fisher

Mentor (if selected) \_\_\_\_\_ Mentor Phone No. \_\_\_\_\_

Mentor address \_\_\_\_\_

Category of project (Circle one)

Future's Project

Community Service Project

Project title Helping Head Start

Written component *What I will research and write about in my paper*

I will research the organization, funding, goals, objectives, and successes of the Head Start program. I will also research the need for additional books for Head Start clients.

Project goal To determine the value of the Head Start program and to aid the program by a donation to its clients of age appropriate books .

Project strategies *What I will do*

Read printed and electronic sources; interview Head Start personnel; visit a Head Start facility; organize, publicize, and oversee a book donation campaign.

**Materials and equipment required to complete the project**

Poster board, photographs, flyers, letters to businesses, schools, clubs and community organizations, collection boxes.

**Oral presentation** *What I will present to the panel*

Using visual aids, I will describe in detail how I organized, publicized, and oversaw a book donation drive to benefit Head Start. I will also comment upon the success of the drive.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent (Guardian) Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor Signature (if selected):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PROJECT REJECTED**

**Sr. Projects Committee Member Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**REASONS FOR REJECTION**

\_\_\_\_ Topic too broad    \_\_\_\_ Inappropriate topic    \_\_\_\_ Too much like a term paper rather than a project

**Other:**

\_\_\_\_\_  
**PROJECT APPROVED**

**Sr. Projects Committee Member Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Project Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Community Service Project Verification**

1. Students may not receive financial compensation for a community service project.
2. Community service hours must be performed outside of the school day.
3. Students must participate in the chosen activity for an amount of time considered significant and appropriate by an official directly associated with the activity.
4. Students must receive an official's signature as verification that the community service requirements have been fulfilled or that all proceeds have been donated to the designated organization or charity.

Student Name: \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Dates of Community Service: \_\_\_\_\_

Location of Community Service: \_\_\_\_\_

Hours Spent at Community Service:  
(List time spent and number of hours – Example: 5:00-9:00 p.m. – 4 hours)

\_\_\_\_\_

\_\_\_\_\_

Signature of Supervisor at Community Service: \_\_\_\_\_

To: All Juniors

From: Mr. Fisher and the Senior Project Contract Readers

Re: Necessary items on Contract

1. A student producing a Future's project **must** provide **mentor's** name, address, phone number, and **signature** on his/her contract. Written proof of student's shadowing experience (Verification Sheet) must be submitted at **conclusion** of Project.
2. A student performing a Community Service Project that utilizes Hanover Area facilities must provide the **signatures of the Hanover Area staff members** acting as chaperones on his/her contract. The **signature** of an **official from the organization** benefited by the Project will be required on the Verification Sheet at the **conclusion** of the Project.
3. A student performing a Community Service Project that does not utilize the Hanover Area facilities will be required to obtain the **signature** of an **official from the organization** benefited by the Project on the Verification Sheet as the **conclusion** of the Project. That official's name does **not have to be provided on the contract**.

## JOURNAL REQUIREMENTS

The student **MUST** submit a copy of the approved Project Contract with his or her journal for the journal check.

### I. Requirements for journal check

A. Number of entries--Students must submit at least **eight** entries for the journal check.

**At least three entries of the entire journal must show research of the topic.**

Sources cited in the journal must be of various types (books, magazine articles, web sites, interviews, etc.), and each source may not be used more than once in the entire journal. Search engines (Google, Hot Bot, etc.) are not sources and should not be written in journal entries.

B. Length of entries--Each entry must have a minimum of **three (3) well-developed sentences that briefly explain the activity and its connection or value to the Project.**

C. Writing style--Students must use correct grammar, spelling, punctuation, and sentence structure and complete MLA citation format. Slang expressions, Instant Messaging symbols (l8r, u, r, etc.), and any non-standard expressions are unacceptable.

D. Proof of Progress--Each journal entry must show progress toward the completion of the Project. The student may be required to produce source materials during the Journal phase of the Project. Failure to do so upon request will result in a Work in Progress rating.

## II. Requirements for individual journal entries

- A. Date of entry
- B. Description of each activity, as follows:
  - 1. Personal or telephone interviews
  - 2. Written correspondence
  - 3. On site visits
  - 4. Observations
  - 5. Production of audio visuals
  - 6. Taking notes from printed or electronic sources
- C. Specific information for each activity. Each entry must include the following:
  - 1. Name and title of person interviewed
  - 2. Place and date of interviews, correspondence, observations, visits
  - 3. Bibliographic information for printed and electronic sources

Helping Head Start

James Wilson

11-3

### **Sample journal entry with citation for an online article**

March 21, 2005

While searching online I found a useful article. Head Start Bureau. "About Head Start." Administration for Children and Families. 3 Mar. 2004. U. S. Department of Health and Human Services. 21 Mar. 2005 <<http://www2.acf.dhhs.gov/programs/hsb/about/index.htm>>. This article gives much background information on Head Start, including the major goal of the program, ages of clients served, and budget figures. All of these are areas I will include in the written component of my project.

### **Sample journal entry with citation for a personal interview**

March 23, 2005

Today I interviewed Ms. Joan Alder, a teacher at the Head Start facility located on Beekman Street in Wilkes-Barre, PA. I brought with me ten questions I had previously composed regarding the physical operation of the center, the goals and funding of Head Start, and the kinds of activities in which the children engage. Ms. Alder also discussed the type of book that would be appropriate for my project collection.

Alder, Joan. Personal Interview. 23 March 2005.

### **Sample journal entry with citation for a magazine article**

May 3, 2004

Researching at the Osterhout Library in Wilkes-Barre, PA, I found Wilkins, David. "How to Get a Head Start." The PreSchooler Oct. 2003: 104-109. This article describes some of the skills that children in the Head Start program acquire. I will use this information when I discuss the successes of Head Start in my project's written component.

### **Sample journal entry with citation for a book**

June 12, 2004

Today I read and took notes on Smith, Jean. A Head Start. New York: Knotts Publishers, 2003. The book was particularly helpful to me because it explained the reasons why Head Start was instituted. I will use the information I noted in the goals and objectives section of the written component of my project.

An Investigation into Elementary Teacher Preparation

Mary Smith

11-5

### **Sample journal entry with citation for online article**

February 23, 2003

Today I searched online and found information about teacher certification, Department of Education. "Elementary Education as a First Certification Area." Online Catalog. 20 Aug. 2002. Bucknell University. 23 Feb. 2004 <[http://www.department.bucknell.edu/education/K-12\\_Certification/WEB35](http://www.department.bucknell.edu/education/K-12_Certification/WEB35)>. The article gave details about required college courses at Bucknell University for becoming a teacher. It also explained that university students must maintain a certain grade point average to remain in the education department. I summarized the main points of the article on note cards.

### **Sample journal entry with citation for personal interview**

February 28, 2003

I asked Mrs. Jean Murphy, a teacher at Lee Park Elementary School, if I could come into her classroom for a few days to observe her classroom procedures. My experience in classroom activities is necessary since it will be the focus of my presentation. We agreed upon times for my visits, and then I asked Mrs. Murphy several questions I had already prepared. The questions dealt with why she became a teacher, the good and bad points of being a teacher, and what a typical school day is like.

Murphy, Jean. Personal Interview. 28 Feb. 2004.

### **Sample journal entry with citation for magazine article**

March 5, 2003

In the Hanover Area Jr./Sr. High School library I found an article on teacher education, Rigden, Diana Wyllie. "What Teachers Think of Education." The Education Digest. Sept. 1997: 51. The article was interesting because it gave me insight into the qualities of a good teacher education program. I took notes on the article for use in the section of my paper that describes teacher preparation.

### **Sample journal entry with citation for book**

March 7, 2003

Researching in the Hanover Area Jr./Sr. High School library, I found, read, and took notes on Grogan, Beverly. So You Want to Teach in Pennsylvania. Harrisburg, PA: Educational Advances Press, 2002. This book will be very helpful to me because it explains in clear and general terms the process of teacher certification. It also defines the major areas of teacher certification in Pennsylvania.

## **Written Component Requirements**

- I. Title page
- II. Table of Contents
- III. Acknowledgements
- IV. Introduction i.e. thesis, hypothesis, question(s) which the student attempts to answer
- V. Body – presents student’s research
- VI. Proper procedure – observation of MLA format throughout paper (internal citation, works cited page, pagination, margins)
- VII. Reflections/Conclusion – explanation of what student has learned through the entire project

## Internal Citation

Internal citation according to MLA format **must** be a part of every Written Component. You must use internal citation to:

- I. acknowledge material that you have directly quoted from a source (book, pamphlet, interview, article, website, etc.)
- II. acknowledge material and/or ideas that are paraphrased (taken from a source but put in your own words) or summarized (condensed from a source)
- III. give definitions for terms, especially technical terms
- IV. uphold any opinion that is not yours, no matter what words you use to express that opinion
- V. give your source for factual information that is not considered general knowledge

The rule of thumb for documentation by internal citation is **WHEN IN DOUBT, DOCUMENT BY USING INTERNAL CITATION!**

**Omission from or underuse of internal citation from the Written Component is considered Plagiarism and will result in a Work in Progress evaluation.**

## Works Cited

Each Written Component **must** contain a Works Cited page listing at least four sources of research. These sources are listed alphabetically with full bibliographic information according to MLA format. Only sources actually cited by internal citation in your Written Component may be listed on the Works Cited page.

The Title Page sample places the student's group number in the right hand corner of the page; his/her Project title centered in the middle of the page; his/her name and homeroom number three-fourths of the way down the page. The same Title Page will be used for the Journal and Written Component.

### The Table of Contents Sample

This page is headed Table of Contents and names the parts of the Written Component on the left and the page numbers corresponding to those parts on the right. The title and information is centered on the page.

### The Acknowledgement Page

Titled Acknowledgements, this page gives credit or thanks to those people who have helped the student in the course of the Project. The word Acknowledgements is centered on the tenth line from the top margin.

### The First Page of Written Component Sample

This page shows the proper placement of student's last name and page number (right hand corner), heading (student's full name, Senior Graduation Project, and date) along left margin, Title of Project (centered), double-spaced text, and internal citation. It also shows proper margins and type size.

### Works Cited Page Sample

This page shows proper placement of student's last name and page number, proper placement of Works Cited (centered), and proper bibliographic form (alphabetized) for works **actually cited** by the student in the Written Component.

An Investigation into Elementary Teacher Preparation

Mary Smith

12-6

## Table of Contents

Introduction.....	1
Criteria.....	1
Annual Salary.....	3
Availability.....	3
College Courses.....	4
Experience.....	4
Conclusion.....	5

## **ACKNOWLEDGEMENTS SAMPLE**

### **Acknowledgements**

I would like to take this opportunity to thank Mrs. Carchilla and Miss Kaminski for allowing me to assist with their classes; Melissa Oravic, for offering her assistance and guidance concerning college; Miss Woodechek, for lending me children's books; and Mr. Podczasy, for all of his help with my project.

## **WRITTEN COMPONENT SAMPLE**

Mary Smith

Senior Graduation Project

8 February 2002

### An Investigation into Elementary Teacher Preparation

Consideration of the Senior Project fostered thoughts of post-secondary plans.

Researching the main aspects of various career paths, coupled with personal preferences, led to an interest in elementary education. Basic criteria, annual salary, job availability, college courses, and participation in a classroom are the topics researched in this paper.

Elementary school teachers play a vital role in the development of children; therefore, the job criteria is quite extensive. They introduce the basics of mathematics, language, science, and social studies. They try to instill study habits and an appreciation for learning. Teachers may use films, slides, computers, or instructional games to aid in the learning process. They are also responsible for arranging class trips, speakers, and class projects in order to provide a break from the usual routine while still educating the students. Teachers must also be able to observe a child's behavior and discuss problems with parents (Cutlip 6). Mrs. Carchilla, a first grade teacher at Hanover Green Elementary School said, "The most challenging part of teaching is the connection between school and home" (Interview). Her opinion supports the fact that developing a connection between the school and a student's home is an important part of teaching.

Smith 2

Most elementary teachers work for two semesters, which is a ten month school year. Therefore, they have a two-month vacation. This provides them the opportunity to travel or to take another job in the summer. Many teachers use this time to enroll in college courses or special workshops (Carchilla Interview).

Works Cited

Carchilla, Marie. Personal Interview. 20 Nov. 2002.

Cutlip, Scott M., and Allen Center. *Effective Public Relations*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1982.

Hess, Stephen. "Coverage Falls to New Low." *The Hess Report* 3 Aug. 2002.

USA Today. 31 Oct. 2002 <<http://www.usatoday.com/news/politics/hess09.htm>>.

Seelye, Katherine Q. "Gore Image Focused on Relentless." *The New York Times* 2 Oct. 2000: A23.

## **ORAL PRESENTATION**

The ORAL PRESENTATION should include the following parts:

INTRODUCTION  
BODY  
CONCLUSION

Following is a brief description of each part:

### **INTRODUCTION**

The introduction's major purpose is to make your listeners receptive for what is to follow—the body of your speech. The introduction should inform the assessment team as to the purpose of your project, why you chose this topic, and what you hope to learn and/or what results you determined. In order to deliver a good introduction you should:

- Gain the attention of your listeners
- Be pleasant, modest, confident, and direct. A smile works wonders.
- Have the opening memorized so that you establish immediate, strong eye contact.

### **BODY**

The body contains the substance of your project, the most important part of your presentation. The body can contain some background material or research, but the majority of the information should detail the steps taken to complete the project and describe the project results.

### **CONCLUSION**

The principal purpose of this section of your presentation is to leave a strong final impression on your listeners.

## **Senior Project Presentation Guidelines**

Each student must complete and pass a presentation before his/her Faculty Assessment Team. Students who fail to pass the presentation must reschedule and repeat the material until successful completion of this component.

- Introduce yourself and your project
- Discuss how/why you chose your topic
- Explain your research and how it helped you
- Discuss the process you went through to create the final product
- Show the final product itself or pictures of it
- Demonstrate (if appropriate)
- Explain what you learned from the process
- Conclusion

**Be conscious of the following oral speaking skills that will be evaluated:**

1. Present your material, do not read (90% presented-10% read).
2. Use notes on note cards.
3. Speak clearly, slowly, and audibly.
4. Demonstrate control of voice and language (avoid continuous ahhs and ummms and use correct grammar).
5. Demonstrate control of body (do not sway, do not chew gum, etc.). You should be poised, confident, and well rehearsed.
6. Make eye contact with all three judges.
7. Think of a catchy opening and strive for a strong finish.
8. Show energy and interest in your project (be animated with gestures and facial expressions).
9. Demonstrate control of visual aids (projections, computers, overhead, posters, etc.).
10. Budget your time (presentation must run 10 minutes but not longer than 15 minutes). \*\* Questions by the panel of judges are not to be considered as part of the required time limit.

### Tips for Graduation Project Presentation Day

1. Arrive at least **20 minutes** before your scheduled appointment. You will need time to prepare your audio-visual material. If you feel rushed or stressed, you will not be relaxed.
2. Dress like a professional. The panel of judges must take into account your appearance as part of the final grade.
3. Be sure to bring and present your verification form to the panel of judges prior to your presentation.
  - Community Service Project Verification
  - Future's Project Shadowing Verification
4. **A word about practicing!** It is very important that you practice! practice! practice! Practice will enable you to make a confident and stress-free presentation to the panel of judges. Practice in front of the mirror, at the kitchen table, or in the car on the way to school. Remember to relax and keep in mind that everyone is on your side.

***GOOD LUCK !***

Name \_\_\_\_\_

Room Number \_\_\_\_\_ Time \_\_\_\_\_

## **2008**

April 15, 2008	Junior Class Meeting
April 21, 2008	Handbook and Contracts Distributed (Social Studies Classes)
May 2, 2008	Contract Deadline
Summer, 2008	Seniors begin Projects
September, 2008	Meeting with Seniors to review progress and timeline
October 6, 2008	Journal Check. A minimum of eight (8) journal entries. (Typed)
November 10, 2008	Reader will return for corrections
December 2, 2008	Hand in corrected journals

## **2009**

January 7, 2009	Completed, typed paper submitted for review
February 13, 2009	Senior Project Presentation