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I. Introduction:

The Scranton School District perceives student accomplishment as a process that evolves as students progress in their education. Our ultimate goal is to help create a love and respect for learning in the young men and women who graduate from our schools. Success and true accomplishment are best measured as our students enter the world of work, begin to raise families, and meet the challenges of our modern society. Since it is the expectation that all of our students will participate fully as workers and citizens in our communities, our schools must provide rich experiences, based upon solving real life problems, in order that all students will be prepared to use the knowledge and skills taught and learned in our schools.

The district is also mindful of the need to promote traditional values and a sense of community in our students. Public education is committed to working with parents to develop students intellectually, physically, emotionally, and socially; to prepare students to become active and productive citizens of our community, nation, and world; and to instill a moral perspective to their educational endeavors. The fulfillment of these commitments remains our most important purpose.

In compliance with Chapter 4 of the Pennsylvania School code, Section 4.2(a), a graduation project is required for a student to be graduated from any Pennsylvania high school. Referencing Section 4.2 (a) pertaining to high school graduation requirements:

"(a) Each school district (including charter schools) shall specify requirements for graduation in the strategic plan under 4.13 (relating to strategic planning). Requirements shall include course completion and grades, completion of a culminating project and results of local assessments aligned with academic standards.
…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."

II. Mission Statement

The mission of the Scranton School District is to educate each student to achieve his/her full potential as a productive individual contributing responsibly to society.

III. Overview

The Scranton School District Graduation Project is intended to be a comprehensive learning activity of the highest quality. Students will have the opportunity to exhibit communication skills, interpersonal skills, problem solving skills, self-directed learning, decision making and independent research while investigating a specialized area of interest.

The purpose of the project is to assure that the student is able to communicate his strengths and experience in an appropriate real life setting. To that end, each individual high school student must satisfactorily complete a project as a requirement for graduation.

IV. Components: Both components are required for the project to be successful.

Written Component:
Complete a college application with a personal statement or essay
or
Complete a resume for employment and a job application

Oral Component:
Simulated college interview or job interview

The graduation project will involve two components. The written component depends upon career plans. If a student intends to go on to post-secondary education of any kind including specialized areas such as a trade school or business school complete the college application. Students entering the work force or the military after high school are to complete a resume. Further information on these options are found on page 6-11.

The second step requires all students to have a mock interview. This will enable students to practice verbal communication skills and non verbal communication in an environment similar to an actual interview. Mock interviews are a great opportunity to become familiar with commonly asked interview questions and interview etiquette. Please refer to page 12-13 for more detailed information on preparing for an interview and suggestions for the interview itself.

Students are asked to bring at least three copies of their resume or application to the interview as well as any materials (see suggestions) that will aid the interviewer in assessing a candidate's strengths. Students will present in front of a panel of three faculty members. Remember that part of the assessment is appropriate attire and deportment in a professional setting.

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Students transferring into the district who have not already completed a project will be immediately introduced to the graduation project requirement by their guidance counselor. The procedures for evaluation and remediation of those students not successful in the junior year will be the responsibility of the project coordinator.

V. <u>Evaluation Rubric</u>

The written component of the graduation project will be evaluated using the rubrics attached.

The oral presentation component of the graduation project will be evaluated using The Oral Presentation Rubric that is also attached.

The overall evaluation of the completed project will be scored using a holistic scoring system: Successful or Not Yet Successful. The criteria for these ratings are described in the evaluation rubrics.

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Timeline

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November 6, 2014

    Junior Class meeting period 3 in the auditorium to discuss the Graduation Project.

November 13, 2014

    All parent signature sheets including the section referring to the Academic Integrity Policy will be collected in homeroom. Even if a student has already signed an Academic Integrity Policy in from the Student Handbook, an additional one is needed for the Graduation Project file.

November- December 16, 2014

    Students complete their written component and practice their interviewing skills.

December 17, 18 and 19, 2014

    Students present their work to the graduation project panels. This schedule will be announced the week prior to presentations. Any student not receiving a passing grade on his Graduation Project will be exempt from the Frosty Frolic, Prom, etc. at the discretion of the administration.

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Teacher Information Sheet

The Graduation Project for the Class of 2016 will have two components. Students will either complete a resume and job application or a college application with a personal essay for the written component of the Graduation Project. The Oral Component of the Graduation Project will be satisfied by a mock interview in front of panels. A pool of questions will be generated for the interviews and supplied to the panels prior to the presentations. Teachers may choose from this pool of questions or use questions of their own choosing.

As in the past, the panel will assign successful or not yet successful for both the written and oral components of the graduation project based on the rubrics supplied. Panel Committees will be the same as in the past, with the new faculty members appended.

If a Graduation Project is plagiarized, it fails. Teachers will be able to view the graduation project rubrics closer to the date of the presentations. Presentations are currently scheduled for **December 17, 18 and 19.** In the event of schedule changes due to inclement weather, these dates may be extended.

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Resume Information Sheet

A resume is a document that enables potential employers to learn basic facts about you and your job related experience, achievements, skills and education. Once you have prepared and submitted your resume to a potential employer the hope is that you will be asked to attend an interview to discuss further what you have to offer. A typical resume includes individual sections for personal details, work history and education. Most resumes will be sorted in chronological order with the most current appearing first.

Probably the biggest mistake people make when writing resumes, **excluding poor grammar and spelling, is that they simply re-write their job description.** If you really want your resume to succeed then you need to invest thought and effort into writing it. Proof read what you have before submitting it.

Attached you will find a sample resume for an entry level position. A template of this format will allow you to insert your own information and make changes where necessary. **However, this is a basic template, if you choose a more elaborate or detailed format this is permissible as long as it is professional in nature.** Microsoft Word has options. Follow these steps to access the template:

> Open Microsoft Publisher on the desktop.
> On the left side it reads Publication Types- select resumes
> Select Entry Level, Right Angles
> Enter your information
> Save your resume

After the resume is complete, **print three copies** to bring to the interview. The resume will be assessed using the resume rubric in this packet.

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Resume Rubric

Student Name: _____   Evaluator Name:

_____

Please check on the line if the resume meets the criteria. If the resume does not that criteria, leave it blank. Three checks are considered successful for the written component.

Successful Criteria

_____   Resume objective is clear and appropriate for listed qualifications

_____   Wording is professional, formal, and clear. There is no use of the word "I" in the resume. No noticeable errors in grammar, spelling, or punctuation are evident

_____   Templates have been carefully followed and no formatting irregularities are noticeable

_____   Experience is given in the form [Job Title], [Action Verb + Object], [City, State], [Dates} For example: Skyride Operator, Assisted guests, Elysburg, Pa.

_____   Overall resume effectively markets student's qualifications, appears professional and well developed

Successful	Not Successful

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College Application Information Sheet

If you are electing to complete the common college application, you MUST include an essay or personal statement. In the event that you have a specific college or university in mind, please use this opportunity to practice the application process for that institution. However, if that institution does not require a personal statement, you MUST include one and attach this to your application.

The essay section should be **a minimum of three paragraphs** and conform to MLA standards including, but not limited to, double spaced and Times New Roman font in size twelve (12). If there are questions about MLA format, please see your English teacher or refer to the Scranton High School style sheet for the essay.

The Common College Application can be found at www.commonapp.org.

Instructions for finding the College Application (alternate location):
Go to the Scranton High School website-
> http://www.scrsd.org/ssd/
> Click on "Our Schools"
> Select "Scranton High School" from dropdown dialogue box
> Click on "Links"
> Click on 'Common Application"

Instructions for finding the job application in computer lab:

If you are in the computer lab 314 or the library lab the job application for employment is located:

> Log into computer using your log in credentials (last initial, first initial, student id number al lower case no spaces)

> Click on "My Computer"

> In computer lab 314- click on the "L Drive" and locate the senior project file (inside the folder there will be a blank copy of the job application).

> In the library lab- click on the "G Drive" and locate the senior project file (inside the folder there will be a blank copy of the job application).

Checklist for college application:

Type neatly in the spaces provided. Do not go out of the lines.

Complete all sections of the application.

Include a personal statement or essay as required

Print three (3) copies of your completed application to present to the committee panel.

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College Application Rubric

Please check the corresponding category. Successful in three criteria is considered successful for the written component.

Successful	Not Successful
All categories addressed	Not all categories addressed

Computer Printed in black: clear and easy to read	Written or in pencil

Signed and dated	Not signed and dated

Essay fits the prompt, is unified, and is **a minimum of three paragraphs in length.**	Essay is off prompt, is not long enough or does not maintain focus.

Free of mistakes in capitalization, spelling, grammar, and punctuation.	Contains several mistakes in grammar

Overall: **Successful**	**Not Successful**

*Note: If an application does not contain an essay or a personal statement, it CANNOT be successful. This is a requirement of the Graduation Project. If it is plagiarized it cannot pass.

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Job Application Information Sheet

Anyone planning to enter the work force or the military should complete the job application. In almost every employment situation, a job application is the first opportunity an individual has to present himself/herself to a potential employer. Therefore, it is important to present a neat, organized and intelligent first impression. This is accomplished with the application.

Attached you will find a copy of a general job application; this is available as a template. Complete this application by typing in all the corresponding information. After you have checked your information for completeness and accuracy, print three copies to bring to your mock interview. You will be assessed by using the corresponding rubric in the packet.

Instructions for finding the Job Application:

Go to the Scranton High School website-
> http://www.scrsd.org/ssd/
> Click on "Our Schools"
> Select "Scranton High School" from dropdown dialogue box
> Click on "Links"
> Click on 'Job Application for Employment"

The file will open as a pdf. Students can click within the form fields, type and save in their 'u drive' if they need to return to the job application to make changes.

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Job Application Rubric

Please check the corresponding category. Passing three criteria is considered successful for the written component.

Successful	Not Successful
All categories addressed	Not all categories addressed
Computer Printed in black	Written or in pencil
Signed and dated	Not signed and dated
Neat and easy to read	Neither neat or easy to read
Free of mistakes in capitalization, spelling, grammar, and punctuation.	Contains several mistakes in grammar

Overall: **Successful**   **Not Successful**

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Interview Information Sheet

The interview is one of the most important steps in the job search process. It is your chance to elaborate on how your education, skills, and experience fit what the employer is seeking in a candidate and ultimately gets you the job offer. The keys to interviewing success are knowing yourself, researching the employer, and preparing for and following-up after the interview.

All students will complete the interview process in front of a panel of teachers. Students will be assessed on a combination of skills including: preparation, demeanor, articulation, interaction, appropriate attire, etc. The mock interview rubric that follows provides information on the formulation of a student's success.

Steps in Preparation for an Interview:

> Preparing for the Interview
>
> Be able to discuss your skills, interests, values and goals that relate to the position
>
> Research the employer and know about their mission, services and products
> Demonstrate that you have the necessary position requirements
> Know what type of interview to expect (i.e. initial screening interview, telephone interview, second/site, interview, panel interview)
> Be prepared to respond to common interview questions
> Practice your interview skills

During the Interview:
> Be on time – plan to arrive a few minutes before your interview is to begin
> Maintain eye contact with the interviewer during your greeting and throughout the interview
> Extend a firm handshake and use appropriate salutation (Mr./Ms./Dr.)
> Turn off your cell phone

Student Information Packet

MOCK INTERVIEW SCORING RUBRIC

Name:_____ Date:_____

Time of Interview:_____ Time Arrived:_____

Competency	*Best*	*Better*	*Needs Work*
First Impressions	Shows up early for the interview with a copy of the resume in hand	Shows up on time for the interview with a copy of the resume in hand	Shows up late for the interview, does not shake hands, and/or chews gum; does not bring a copy of the resume or references
Check One Box	Successful	Successful	Not Successful
Preparation	Has researched the position thoroughly and is apparent by answers given in response to questions	Knows some general information about the position and/or its purpose	Knows nothing about the position or seems to make up information as he/she goes along.
Check One Box	Successful	Successful	Not Successful
Personal Attributes	Good eye contact and poise during interview; confident. Interested and enthusiastic.	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly. Needs to be better prepared.	Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous. Lack of interest and enthusiasm.
Check One Box	Successful	Successful	Not Successful
Personal Appearance	Dressed in appropriate business attire; no sandals, tennis shoes, t-shirts, shorts, short skirts, etc	Dressed similar to what employees in that position would wear or in business casual clothes.	Dressed way below what is expected for someone in that position or "overdoes it" (too much makeup, jewelry, cologne, etc.)
Check One Box	Successful	Successful	Not Successful
Responses	Gives well-constructed, confident responses that are genuine.	Gives well-constructed responses, but sounds rehearsed or unsure	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers
Check One Box	Successful	Successful	Not Successful
OVERALL (3 Successful Categories= Successful) Please check one.	**Successful**		**Not Successful**

Scranton School District Academic Integrity Policy

Plagiarism and academic integrity are serious issues in the Scranton School District. The Scranton School District expects all students to demonstrate honest and ethical behavior when submitting assigned work.

As cited from the MLA (Modern Language Association) *Handbook for Writers of Research Papers*: "*plagiarism* refers to a form of cheating that has been defined as 'the false assumption of authority: the wrongful act of taking the product of another person's mind, and presenting it as one's own' (Alexander Lindey, Plagiarism and Originality) [New York: Harper, 1952] 2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties. Plagiarism includes not only intellectual theft of published work but also from unpublished work (such as papers written by other students).

Plagiarism/Academic Theft includes but is not limited to:

Quoting without citation: taking the exact words of another and using them as your own

Paraphrasing without citation: stating the ideas of another in your own words

Summarizing without citation: condensing a large amount of information into your own words

The deliberate use of unauthorized notes, calculators, cheat sheets, computers, or material forbidden by the instructor

Copying answers from another student or providing questions or answers to another student, including homework, tests, quizzes, and projects

Stealing tests or quizzes; duplicating tests or quizzes; using electronic devices (camera phones); purchasing material to be handed in as their own work; hiring individuals to produce work for them; or hacking into a school computer system to obtain secure information. (Hacking will result in loss of computer privileges and could result in a student's removal from any course in which computer access is essential.)

Must be formally acknowledged according to acceptable standards of documentation, i.e. MLA or APA Formats.

In the event that a student plagiarized information or ideas or cheated, the student can expect consequences listed below:

Grade of 0% on the assignment

Parent notification

Documentation in student file

Detention

Removal from the National Honor Society or forfeit right to apply

Subsequent offenses are subject to additional discipline.

The administration reserves the right to remove or suspend a student from extracurricular activities for major academic integrity violations.

Students should review the teacher's requirements for the assignment and MLA 7 styling. Purdue Owl provides a host of material to aid students in writing assignments for all disciplines. Purdue Owl, http://owl.english.purdue.edu/, also contains a user-friendly guide to MLA styling and APA styling in the event a teacher requests APA.

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Graduation Project Contract

Print Student Name _____ Date _____

Graduation Year_____   Homeroom _____

Graduation Project Options- Please check one:

_____ Job Application/ Job Resume

_____College Application/Essay

I have read the Graduation Project Handbook, and I am aware of my responsibility for undertaking and completing the Scranton School District Graduation Project as a requirement for graduation from high school.

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

I have read the Scranton School District's Academic Integrity Policy, and I am aware that if I violate this, I will automatically be unsuccessful.

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

This form must be returned and placed in your permanent graduation folder.