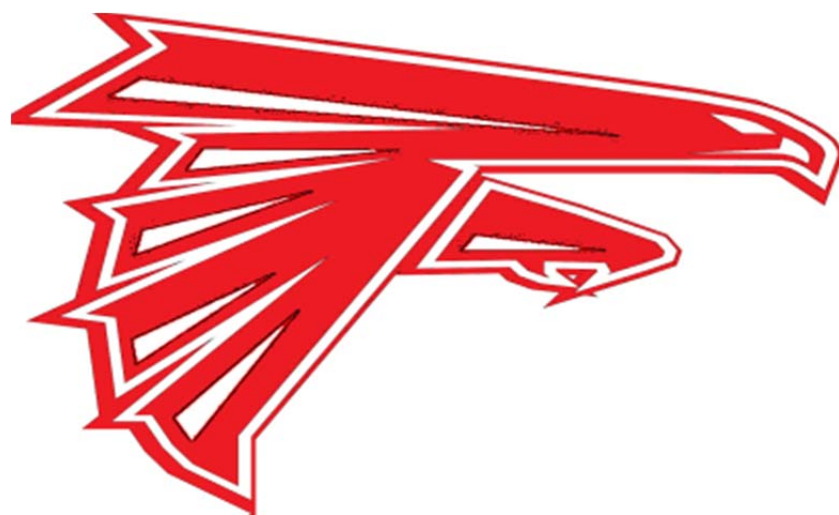


# **SENIOR EXHIBITION PROJECT**



**LOVING HIGH SCHOOL**

## ***Class of 2012***

***Congratulations!*** This is your final year of high school! The next few months will fly by. You will be busy and productive. You will graduate.

What does it mean to graduate? Will it mean that you have a piece of paper saying that you finished 12 years of school? What more *can* it mean? Can it also be a demonstration of what you are capable of doing? Is it an Exhibition of 12 years of school? The Senior Exhibition Project is proof that you can do it! It is a chance to face what you will soon be doing as you go to higher education and work.

At the conclusion of your Senior Exhibition Project, you will feel proud. You will have shown your family, friends, and the community that you have the skills to succeed. You will have the opportunity to study what interests you and show the world your greatest potential.

It is Loving High School's responsibility to help you become successful throughout the Senior Exhibition process. All of us at LHS have this responsibility. Your principal, your teachers, your parents, and you must take part. Your principal and teacher must provide the best opportunities for you to succeed. Your parents must give you the support and encouragement as you acquire your skills and knowledge. You must plan and carry out those plans to reach your greatest potential.

Through the Senior Exhibition, you will be given the opportunity to choose a topic that will be of most interest, excitement, and value to you. You will be able to study this topic to any depth you wish as you research your topic. You will be given the opportunity to work on this topic and take it in any direction as you complete your independent physical product. You will be able to say, "This is what I studied and learned my senior year". You will be given the chance to show off what you know, what you've learned, and what you have accomplished during your Panel Presentation.

You will have to work hard; your work is what this is all about. You will have much support through your senior English class. The support and guidance of the entire faculty at LHS is behind you. Welcome to the Senior Exhibition.

Sincerely,

**Jesse Fuentes**

Principal

Loving High School

## **BELIEF STATEMENT**

All students will participate in on-going performance-based assessments, which will prepare them for an exhibition project emphasizing applied learning. This assessment process will allow the student the flexibility to demonstrate knowledge and skills while providing for personal growth and reflection of the student's strengths and interests.

## **PURPOSE**

To have students complete a project that allows them flexibility to demonstrate and apply their NM content and performance standards while providing an opportunity to exhibit personal growth.

## **INTRODUCTION**

Loving School District is initiating a thirteen year assessment process for its students K-12 that will provide an enriching, positive, and comprehensive experience. The purpose is to allow students to demonstrate their skills and knowledge through exhibition projects reflecting applied learning. A K-12 traveling student portfolio system will be implemented to provide evidence of student progress.

The Exhibition Projects at the senior, eighth, and fifth grade levels are required. These are culminating projects which demonstrate at their respective levels, a student's ability to write, speak, apply knowledge, problem solve, and use such life skills as time management, planning, follow through, organization, and risk taking.

The New Mexico content standards provide the framework for the instructional program in the Loving School District. The graduating senior characteristics complement the New Mexico content standards. The exhibition projects consist of three components:

- Research-based paper
- Accompanying product
- Oral presentation

Each student will be assigned a mentor(s) to provide guidance along the way. Community members, as well as school and district staff, serve as panel members. With the introduction of performance assessments, a school community culture is created that values and encourages performance and project based learning.

## **EXPECTATIONS**

- All seniors will be required to complete an exhibition project.
- Trained faculty mentors will be available to guide students.
- A panel of faculty and community members will evaluate each project.
- Criteria, timeline, and guidelines will guide the progress.
- Exhibition will reflect student knowledge, interests, and strengths.
- Assessment tools will guide the exhibition process.
- Projects will demonstrate applied learning.
- Characteristics of a graduate will be evident.

## **REQUIREMENTS**

The exhibition project must have relevance to personal, cultural, historical, or societal aspects of life.

Language Arts should be integrated with one or more of the following subject areas:

- History
- Science
- Mathematics
- Visual Arts
- Music
- Dance
- Drama
- Vocational Arts
- Health
- Physical Education

The comprehensive project should include the following components:

- Written research or a creative document
- Product
- Presentation
- Technology
- Self-evaluation

## **SENIOR EXHIBITION TIMELINE**

### **Senior Year (Fall Semester)**

- A. First/Second Nine Weeks
  - 1. In-depth orientation
  - 2. Review research instructions
  - 3. Review topic and sources
  - 4. Finalize topic
  - 5. Working bibliography
  - 6. Conduct research
  - 7. Portfolio of research: note cards, letters, calls, and other writings.
  - 8. Thesis/opening statement.
  - 9. Ideas for visual aids
  - 10. Project progress check
  - 11. Rough outline
  - 12. Self-evaluation of project

### **Senior Year (Spring Semester)**

- B. Third/Fourth Nine Weeks
  - 1. Select and inform panel
  - 2. Mentor check of all areas
  - 3. Project progress check
  - 4. Research complete
  - 5. Visual aids check
  - 6. Rough draft
  - 7. Final copy
  - 8. Practice presentations
  - 9. Self-evaluations

## EXHIBITION PROJECT GUIDELINES

Keep a log of the activities completed on your project, and add reflections in essay form on the Senior Exhibition experience. Documents, document, document—it is important to have the supporting data to validate your research. Collect as much documentation as you can along the way. The documentation should prove you did what you said you did. Plan ahead and take your time. An extensive amount of documentation is required for an outstanding project. Procrastination makes the project more difficult. Be easy on yourself. Plan ahead- success comes from planning, not from luck. You will apply what you learned in the research phase to the product and the real world.

1. Mentors are required for students' exhibition projects. A mentor will be a LHS staff member.
2. Plagiarism on any aspect or part of the Exhibition Project will result in failures of the EBE requirement.
3. The Exhibition must be a "learning stretch", not something the student already knows. Students will be expected to explain to the Panel how they were challenged by the Exhibition; how they did something they were not already proficient at doing.
4. Due dates will NOT be extended.
5. With approval from the Exhibition Coordinator, mentor, and principal, the Project may be started in the summer prior to the senior year.
6. All project requirements, including summer work, must be fully documented.
7. If a student is allowed to use school facilities, all projects from the event must be turned over to the school.
8. Some Exhibition project requirements must be completed outside of school time. Exhibition requirements completed at work must be for activities or duties well beyond the student's regular job duties and must be shown to be a "learning stretch". A student may be paid for Exhibition requirements above and beyond regular job duties.
9. At the Panel review, all students are required to give speeches within a predetermined time frame about their Exhibitions in the English language. After the speech in English, any student may give an additional five minute speech in another language further explaining the Exhibition. Students may answer judge's questions in either English or the other language.
10. Mentors and/or the principal must approve all Exhibition projects. Projects will not be approved for activities which are illegal, immoral, dangerous, or a violation of school rules.
11. All seniors presently taking English IV are required to turn in a signed Exhibition Project Topic Agreement Form and a signed Parental Agreement Form to their mentors.
12. If a student changes the topic for a project or research-based paper after it has been approved, a student must submit a new Parental Agreement Form and a new Exhibition Project Topic Agreement Form to his or her mentor. Product and research-based papers may only be changed with the approval of the mentor.

Students must complete all three components of the Exhibition (research-based paper, product, and oral presentation) in order to pass the Senior Exhibition Project requirement. Students who do not pass the Exhibition Project will have a second opportunity to improve their overall project. They will then be able to present again if done before semester grades are due for the semester. The Exhibition Project will be a determinant on whether a student passes or fails English IV.

## EXHIBITION PROJECT: TOPIC SELECTION GUIDELINES

The following are guidelines that should assist in the selection of a subject to be explored.

- **The research topic should be one in which the student is interested, but not one about which the student is already an expert.** If a student has been a diabetic for ten years, worked closely with the Juvenile Diabetes Association, and has been a volunteer in the children's diabetic ward in a local hospital, he or she probably knows a great deal about the subject of juvenile diabetes. Unless he or she is pursuing a new angle to diabetes, that topic might not yield much new learning.
- **The research topic should be one that is broad enough to allow the student access to enough information, yet narrow enough to make the research scope reasonable.** For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, how to stop bleeding, evolution of first aid courses, etc.) On the other hand, a student choosing to research *The Application of Band-Aids to Skin Abrasions* probably will not find enough information.
- **The research topic may be one that requires cumulative knowledge across grade levels and content areas.** It should be a natural outgrowth of interest, combined skills, and combined content areas. For example, a student who researches the changes in the ozone layer is using cumulative knowledge consisting of English, Math, Science, and History.
- **The research topic should be one that is challenging to the students academically and creatively.** The student should take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Making such a choice would relegate the paper, the product, and the presentation to ordinary and uninteresting. The topic should require an academic and creative *s-t-r-e-t-c-h* for the student.
- **Students should avoid choosing topics that might involve expenses they are not prepared to handle.** For example, if the research involves travel or long-distance calls, the student may want to make another choice. IF the product that grows out of the research will require expensive material, the student may want to make another choice. Remember, the student is not expected to spend money in order complete the project. Expenditure will not enhance the evaluation of the project.

## EXHIBITION PROJECT TOPIC AGREEMENT FORM

Briefly describe the topic of your research (3-4 sentences).

Why did you choose this topic?

Have you had any previous experience(s) related to this topic? If so, to what degree?

What do you hope to gain from your research investigation?

How do you plan to demonstrate your topic through a product?

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor** \_\_\_\_\_ **Date** \_\_\_\_\_

## EXHIBITION PROJECT AGREEMENT FORM

As a parent/guardian of \_\_\_\_\_, a senior at Loving High School, I am aware that my son/daughter must complete and pass the three phases of the Senior Exhibition (research-based paper, the product, and the presentation to a panel of adults) in order to pass English IV, a requirement to graduate.

For the Exhibition project my son/daughter has chosen to: (describe his/her project)

He/she has my permission to complete this project, and I agree to release the school district and its employees from all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen.

**Parent/Guardian Signature:** \_\_\_\_\_

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

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

\*Loving High School urges seniors to consider the SAFETY factor when selecting their project and to consider another choice if they wish to choose a project involving danger to themselves or others. The advisory board must approve all exhibition projects. Projects will not be approved for activities, which the advisory board determines are illegal, immoral, and dangerous or which violate school rules/policy.

# SENIOR EXHIBITION WRITTEN RESEARCH DOCUMENT GUIDELINES

Research document as outlined below:

## Minimum Requirements:

- A. 5-10 pages (1,000-2,000 words)
- B. 10 Sources
  1. 7 Periodicals
  2. 3 others, including, but not limited to:
    - a. Books
    - b. Internet
    - c. Interview
  3. Encyclopedias may be used but will not count as one of the required sources.
- C. Citations: 7 minimum- Every source must be cited using APA.
- D. Research paper must use APA format.

## Choosing a Topic:

Choose and limit a topic that utilizes more than one subject area and can be covered in depth in the required length of the paper. The topic should be one that:

- Interests the student
- Incorporates skills across the curriculum
- Shows application of knowledge in real life situations.
- Topic has a viewpoint that you can prove or disprove.

Put your topic in the form of a question, sometimes called a Thesis question. (Example: Will the scarcity of water in the Pecos Valley have an impact on the next generation?)

## The Working Bibliography:

After you have chosen a topic, make a working bibliography. This is a list of possible sources that may have information on your topic. A minimum of ten sources must be listed from various sources such as the card catalog, The Reader's Guide to Periodical Literature, textbooks, internet, interviews, and references from field experts.

**Note Taking:**

- A. Bibliography Cards: When you are sure that you can obtain information from a source, make a Bibliography Card for it.
- B. Note cards: After making the bibliography card, begin making note cards. Place one idea or related idea on each card.

**Arranging Notes:**

After all notes have been taken, sort the cards according to similarity of ideas. Arrange ideas by level of importance.

**The Thesis Statement:**

When the notes have been arranged, revise your thesis question into a thesis statement (one sentence). The thesis statement must include three things:

- The topic
- The viewpoint about the topic
- The method of proving the viewpoint

**The Rough Outline:**

Once a satisfactory outline has been developed and all of your reading completed, you can begin writing your paper. As you write the first draft, you should be concerned primarily with the content rather than your style of writing. If writing by hand, write on every other line on one side of the paper to allow room for revisions. If using a word processor, use double-spacing, 12-pt type, Arial, or New Times Roman fonts. As you write the first draft, insert your citations. Follow the APA format for citations.

**Final Draft:**

After all corrections and revisions of the rough draft have been made, you are ready to compose the final draft. The research paper should be written objectively and impersonally. As an objective writer, do your best to find authoritative and unbiased information on the topic. In your own thinking, try to avoid bias and prejudice. Because the subject matter is derived from written sources and is not a presentation of the writer's own personal experience, it is appropriate also that the material should be presented impersonally. The paper should be written in third person following APA format. Final draft must be word processed, use double spacing, 12-pt type, Arial or New Times Roman fonts.

## SENIOR EXHIBITION PRODUCT GUIDELINES

This section of the exhibition project requires each student to create a product that applies skills and knowledge from the research of a topic that represents the student's strengths and interest. The student should complete the following steps:

- A. Follow the established guidelines in the project packet
  - 1. Timelines
  - 2. Management and organization
  
- B. Demonstrate a connection among all exhibition project components.
  - 1. Should be self-directed
  - 2. Related to individual preference of topic/theme
  - 3. Should be cost-efficient (cost should be held to a minimum)
  - 4. Emphasize quality as opposed to quantity
  - 5. Apply management and organizational skills
  - 6. Engage in field-based work
  - 7. Include a variety of investigative techniques
  - 8. Must include student generated materials

***\*Note: Safety is of utmost importance during the course of the project!***

## **SENIOR EXHIBITION ORAL PRESENTATION GUIDELINES**

### A. Organization

1. Well organized
2. Captures interest of audience
3. Stays within required time allotment
4. Allows time for feedback/questions

### B. Speaking Qualities

1. Appropriate language
2. Eye contact
3. Appropriate gestures
4. Appropriate voice
5. Neat personal appearance

### C. Mastery of Exhibition

1. Effective oral defense
2. Original
3. Relevant demonstration
4. Relevant visuals

## SENIOR MENTOR SCHEDULE CHECK OFF LIST

Mentor Signature	Date	<b>FALL SEMESTER</b>
		A. First/Second Nine Weeks
		1. Intro/Sample list of projects
		2. Topic and writing option chosen
		3. Finalize topic/sources
		4. Start conducting research
		5. Working bibliography w/10 sources
		6. Portfolio of research including note cards with finalized sources.
		7. Thesis/opening statement
		8. Project progress- ideas for visual aids
		9. Project progress checkpoint
		10. Rough outline
		11. Project progress- research check
		12. Project progress- start visual aids
		13. Self-evaluation of project
<b>SPRING SEMESTER</b>		
		B. Third/Fourth Nine Weeks
		1. Check all areas for progress
		2. Research complete
		3. Project progress- visual aids check
		4. Rough draft
		5. Final copy
		6. Practice presentation
		7. FINAL PRESENTATION
		8. Self-evaluations

## SENIOR MENTOR SCHEDULE CHECK OFF LIST

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

Due Date	Possible	Earned		Mentor
<b>A. First/Second Nine Weeks</b>				
	Points	Points	Initials	Mentor
1. Topic chosen	<u>15</u>	_____	_____	_____
2. Finalize topic				
Start research				
Opening statement	<u>35</u>	_____	_____	_____
3. Project progress checkpoint				
–ideas for visual aids & product				
–research	<u>25</u>	_____	_____	_____
4. Rough outline	<u>25</u>	_____	_____	_____
5. Research Checkpoint	<u>25</u>	_____	_____	_____
6. Check visual aids & product	<u>50</u>	_____	_____	_____
<b>B. Third/Fourth Nine Weeks</b>				
1. Research complete	<u>50</u>	_____	_____	_____
2. 1 <sup>st</sup> check- rough draft	<u>25</u>	_____	_____	_____
3. 2 <sup>nd</sup> check-rough draft	<u>25</u>	_____	_____	_____
4. Final copy	<u>300</u>	_____	_____	_____
5. Product completed	<u>250</u>	_____	_____	_____
6. Practice presentation	<u>25</u>	_____	_____	_____
7. Final Presentation	<u>150</u>	_____	_____	_____

**MENTOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Possible Points** \_\_\_\_\_ **Total Points Earned** \_\_\_\_\_

\_\_\_\_\_ %