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Mission Statement

By empowering students with the skills necessary to access, understand and evaluate information, Holbrook Junior-Senior High School will support students in the achievement of 21st century learning expectations.

Core Values and Beliefs
In order to prepare students to successfully meet the demands of an ever-changing global economy, the faculty and staff set high expectations while engaging students in quality instruction and providing guidance within a safe environment. As a result, students will be motivated and prepared to positively contribute in a 21st century society. To support the belief that all students should be effective problem solvers, clear communicators, and responsible citizens, all educational stakeholders will:

Academic Expectations
- Read actively and critically for a variety of purposes.
- Write effectively for a range of purposes and audiences.
- Demonstrate content knowledge through informed and ethical use of technology.
- Work independently, as well as collaboratively, to persevere in solving a variety of problems.

Civic and Social Expectations
- Understand, exhibit, and promote socially responsible behaviors that contribute to a positive community.
- Demonstrate tolerance and respect for themselves and others.
Project Description

The Senior Capstone Project, also known as Capstone, is a Holbrook Junior-Senior High School graduation requirement, which is required during senior year. The project, which will help determine students’ mastery of 21st Century Learning Skills, consists of multiple components that students will complete throughout the school year. Students must earn a grade of 65% in order to successfully meet the minimum passing requirement.

Through participating in the Senior Capstone Project, students will independently demonstrate an application of the skills they have acquired throughout their high school academic careers. With support of the course teacher, other staff members, and administration, students will be guided through the process of conducting research, coordinating and implementing fieldwork, creating a blog, and giving a culminating presentation.

Although students will have the support of the Capstone and Communications teacher, as well as the support of other staff members, this project involves a significant amount of independent work. Students are individually responsible for finding a mentor and coordinating fieldwork. The mentor should have some connection to the student’s project topic. Additionally, each student is responsible for creating, maintaining, and posting to a blog, which will document the student’s fieldwork experience. Students are expected to reflect on their research and fieldwork in preparation for their final task, a graded presentation.

Each component of the Senior Capstone Project is critical to the overall success of the project. While students will work throughout the year to prepare for the final presentation, not completing any one section (or multiple sections) of the Senior Capstone Project can result in a failing grade in the course and the failure to graduate.
Dear Holbrook Senior,

As a senior at Holbrook Junior-Senior High School, you are required to complete the Senior Capstone Project. This project consists of multiple components meant to help prepare you for life beyond your high school years. Throughout the school year, you will explore an area of your choosing, which you will research and examine.

You will begin by choosing a topic for your Senior Capstone Project, which will drive your research forward and guide you in creating a thesis statement. The topic you select should be something you are truly passionate about, as you will dedicate your time in Capstone and Communications, as well as independent time, to the subject. It could be investigating a potential career, an issue you care deeply about, or even a hobby that you would like to further explore. Everything you do for the Senior Capstone Project will revolve around your choice of topic, therefore you should give it ample consideration and choose wisely.

You will also be responsible for selecting a mentor that will further your exploration of your topic as you independently complete ten hours of fieldwork. Throughout your fieldwork, you will create and maintain a blog that will document your experience. The time you will spend with your mentor, completing your fieldwork hours, will offer invaluable hands-on experience that will allow you to learn unique aspects of your topic.

After completing your research paper, fieldwork, math component, and blog, your Senior Capstone Project will culminate in an oral presentation. This is when you will present your months of research, experience, and reflection to a panel of judges. Upon completing the Capstone and Communications Course, you will better prepared to enter whatever path you choose after leaving high school. The faculty and staff of Holbrook Junior-Senior High School are excited to support you, as you journey through this unique and beneficial learning process.

Sincerely,

Ms. Paone
English Teacher

Ms. Kipp
English Department

Mr. Oliveira
Math Department

Dr. DeMello
Principal

Holbrook Junior-Senior High School
# Project Timeline

**2016-2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22</td>
<td>Parent/Senior Orientation Night</td>
</tr>
<tr>
<td>September 13</td>
<td>Topic and Thesis Rough Draft</td>
</tr>
<tr>
<td>September 16</td>
<td>Plagiarism Agreement Due</td>
</tr>
<tr>
<td>September 30</td>
<td>Blog Creation</td>
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<tr>
<td>September 21</td>
<td>Parent/Guardian Consent Form Due</td>
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<tr>
<td></td>
<td>Senior Project Proposal Due</td>
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<td></td>
<td>Mentor Agreement Form Due</td>
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<tr>
<td>October 6</td>
<td>Sources of Information Workshop w/ Mrs. Golden</td>
</tr>
<tr>
<td>October 7</td>
<td>Sources of Information Outline due</td>
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<td></td>
<td>Works Cited Due</td>
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<tr>
<td>November 1</td>
<td>Thesis and Approval Form</td>
</tr>
<tr>
<td>November 23</td>
<td>Introduction Rough Draft Due</td>
</tr>
<tr>
<td>December 2</td>
<td>Thesis rewrites due</td>
</tr>
<tr>
<td>December XX</td>
<td>Seven (7) hours of Fieldwork Form Due</td>
</tr>
<tr>
<td>December XX</td>
<td>Research Paper Draft Due (4-6 pages)</td>
</tr>
<tr>
<td>February XX</td>
<td>Ten (10) hours of Fieldwork Form Due</td>
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<td></td>
<td>Mentor Evaluation Due</td>
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<td></td>
<td>Mentor Thank You Letter Due</td>
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<tr>
<td>March XX</td>
<td>Final Research Paper Due</td>
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<tr>
<td>March XX</td>
<td>Final Blog Due</td>
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<td>April XX</td>
<td>Math Component Due</td>
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<tr>
<td>May XX</td>
<td>Capstone Portfolio Binder Due</td>
</tr>
<tr>
<td>May XX</td>
<td>Capstone Community Presentations</td>
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</tbody>
</table>
Plagiarism Policy

Academic honesty and integrity are important values in this class. All forms of plagiarism will receive a zero. In the case of inappropriate collaboration, all students involved will receive a zero for the assignment. Forms of plagiarism include, but are not limited to:

- Any assignment in which answers are copied from another student.
- Assignments in which sections are copied or paraphrased from another student or source.
- Recycling your own writing from past teachers.
- Using someone else’s words or ideas without giving credit.

As stated in the HJSHS Student Handbook:

Cheating violates the spirit of Holbrook Jr.-Sr. High School’s Mission, Academic Expectations, and Statement of Purpose. In order to obtain the appropriate benefit if the educational environment, each student must put forth a best effort. Cheating seriously hinders the ability of a teacher to diagnose or remediate the work of a student. Therefore, cheating will not be tolerated and will be addressed in the following manner: A student caught cheating will receive a zero for the assignment in question. When cheating is suspected, the teacher will discuss the matter with each student involved before making a determination. The teacher should report any instance of cheating to the student’s parent and the assistant principal for school discipline. Students and parents will have the opportunity to discuss all documented offenses with the teacher, assistant principal or principal.

(p17-18)

Students enrolled in Capstone and Communications will review plagiarism and what it means with the teacher. Students will read and sign the Plagiarism Contract and have a parent/guardian sign the contract as well; students will also sign their Letter of Intent, which includes a pledge to avoid plagiarism (sample copy attached).
Disciplinary Action

Any student who has been **found guilty of plagiarism and/or academic dishonesty** during any aspect of the Senior Capstone Project will face very serious consequences which will adversely affect graduation status. Penalties may include, but are not limited to, the following:

- Invalidation of Senior Capstone Project
- Invalidation of that specific component of Senior Project or Graduation Portfolio
- Parent conference
- Detention
- Social Suspension
- Ineligibility for Interscholastic Athletics and Co-Curricular Activities
- Dismissal from various school organizations or societies
- Suspension
- Loss of scholarships
- Legal proceedings

Any student who has **missed a deadline** during any aspect of the Senior Capstone Project may be subjected to the following actions:

- Indefinite and irrevocable social suspension if he or she has missed three (3) or more Senior Capstone Project deadlines.
- Social Suspension and Suspension (indefinite)
- Ineligibility for Interscholastic Athletics and Co-Curricular Activities
- Failure to Graduate
Plagiarism Contract

During class on September 09, 2016 Mrs. Paone reviewed plagiarism with the class. I understand that plagiarism is a form of cheating and subject to consequences outlined in the HJSHS Student Handbook.

I understand that:

· to plagiarize is to take someone else’s work and pass it off as your own.
· plagiarizing is a serious form of cheating
· plagiarizing will result in a zero, an office referral, and my parent/guardian will be contacted.

By signing this contract I am stating that work I submit to Mrs. Paone is my own work. I have not taken work from another without having properly cited their contribution to my paper. I am proud of the work I put into this project, and I am aware of the consequences if the work I turn in is not my own.

___________________________________________________________                           ______________________
PRINTED Student Name                                          DATE

____________________________________________________________
SIGNATURE

____________________________________________________________
PRINTED Parent/Guardian Name                                    DATE

____________________________________________________________                   and
Parent/Guardian Phone Number                                    Parent/Guardian Email Address

____________________________________________________________
SIGNATURE
Date

Mrs. Paone
Holbrook Junior – Senior High School
245 South Franklin Street
Holbrook, Massachusetts 02343
(Leave 2 spaces between inside address and salutation)

Dear Mr(s). (insert name of your English teacher)

**Paragraph 1 Describe what project topic you selected, why you selected it, and what you hope to learn or accomplish.**

When I was in second grade, I moved to Massachusetts with my family from my home in Guatemala. It was a frightening experience when I came to Holbrook elementary and was not able to understand my teachers and not able to read any of the books in my classroom. I was immediately enrolled in English Language Learner classes so I could learn to speak English. The dedication and encouragement of my ELL teachers led to my successful acquisition of English as a second language. I chose to do my Capstone Project on English Language Learners so that I can give back to other students who are experiencing the same situation that I experienced.

**Paragraph 2 Describe what you will research and what your product will be.**

While exploring the topic of English Language Learners, I began to see how a person’s culture can impact his/her acquisition of a new language. My research paper will focus on the role of culture in the acquisition of a second language. For my product, I will write a bilingual (Spanish and English) children’s book that reflects a Hispanic cultural event. I will illustrate and bind the book so it can be placed in the Holbrook Elementary School library.

**Paragraph 3 Describe how this project is a stretch for you.**

This project will stretch my learning in two ways. Because I have never written a formal research paper, I will develop new skills that will help me when I enroll in college next fall. The creation of the bilingual book will challenge me in several areas including developing a story with illustrations that are appealing to young children and binding the book so that it can be donated to a local school library. I look forward to gaining many new skills and growing as a person as I embark on this Capstone journey.

**Paragraph 4 Describe plagiarism. State your awareness of plagiarism and falsification. Conclude with a clear statement affirming you will not plagiarize or falsify any of your Capstone Project work.**

I understand that plagiarism is stealing someone else’s work or ideas without giving them proper credit by using appropriate citations. I understand that plagiarism and any other falsification of forms or documents will result in serious consequences as outlined by the Holbrook Student Handbook and Code of Conduct. I pledge to do my own best work in completing my Capstone Project and affirm that I will not plagiarize nor falsify any documents during the Capstone process.

Sincerely,
Jon Smith
This Senior Capstone Project is comprised of several components, including research, fieldwork, math and technology requirements, and a final presentation. Participating in the Senior Capstone Project will provide enormous benefits for your child both now and in the future. In order to have a full understanding of what this project will entail, please read the Senior Project Handbook; sign and return this form to your child’s teacher.

As the parent or guardian of ________________________________ who is a student enrolled at Holbrook Junior-Senior High School, I have reviewed the components of the Senior Capstone Project as presented in the handbook and understand that students must complete the Senior Capstone Project in order to meet graduation requirements.

Mentor’s Name:

______________________________________________________________

Mentor’s Phone Number:

______________________________________________________________

Place of Mentoring: __________________________________________

Nature of Fieldwork:

______________________________________________________________

I fully understand that the selection of the fieldwork/product component is a decision made independently of the staff and administration of Holbrook Junior-Senior High School. All consequences of the fieldwork/project choice, production or experience, unless otherwise stated, rest solely with the student and parent.
Also, I fully understand that plagiarizing the research paper or falsifying any aspect of the project will result in a failing grade and may adversely affect the student’s graduation.

Parent/Guardian Signature:

________________________________________________ Date______________

Phone:________________________________________

Email:_______________________________________________

Student Signature

___________________________________________________________

Date:________________

Capstone Topic Parental Permission Form

**PLEASE PRINT**

Student Name____________________________________________________________

Parent/Guardian Name(s)___________________________________________________

Address_________________________________________________________________

Parent Phone: Home _______________________Work__________________________

Phone Number___________________Email_______________________________________

Holbrook Junior-Senior High School
As the parent/guardian of _________________________________________________, a senior at Holbrook Junior – Senior High School, I am aware that my son/daughter must complete a Senior Capstone Project.

For the project, my son/daughter has chosen the topic:

___________________________________________________________________________________

___________________________________________________________________________________

I have read the Capstone Project Manual provided to my child and me and have reviewed it with my child. He/she has my permission to complete a Capstone Project on the topic listed above.

Parent/Guardian Signature___________________________________________

Student Signature___________________________________________________

Date______________________________________________________________
**Topic Selection**

The selection of a topic for the Senior Capstone Project requires both contemplation and discussion on behalf of the student. Students that take care in their topic choice are more likely to enjoy and benefit from the Senior Capstone Project. Those students that choose a topic without much consideration fail to challenge themselves and may find this experience both tedious and unfulfilling.

**Tips for Selecting a Senior Capstone Project Topic**

1. Choose a topic that truly interests you. Be sure the topic is associated with your interests, hobbies, and passions. Topic selection may also revolve around an issue that affects you and/or sparks an emotional reaction. You may also choose a topic that is related to your future career goals.

2. Dare to dream! Rather than making quick decisions regarding your project, make a list of the possibilities. Seek advice and input from your family and friends.

3. Develop an essential question. Remember this is not a career exploration project, but rather a problem-solving project. An essential question probes for deeper meaning and understanding of an issue, concept, or principle. The investigation of this question guides your project.

4. Do not get discouraged. If you are having difficulty finding a mentor, ask your Capstone teacher, faculty members, and other members of the Holbrook Junior-Senior High School community to suggest potential mentors and resources.

5. Approach potential community mentors personally. Act as though you are preparing for a job interview; dress nicely, give them the facts about your plans, and sell yourself! A personal discussion will be far more effective than a phone call!

6. Above all, do not give up on your dream. If you truly want to try something, there are resources and organizations willing to dream with you. Just ask for help.
Project Proposal

Last Name 1

Student Name

Castone and Communications Teacher

Senior Project

Date

Senior Project Proposal

(*This document is to be typed, in MLA format, and submitted to your capstone teacher by the
deadline date as established by the Project Timeline Calendar.)

(Each section can be a bulleted list that addresses each of the provided questions.)

Topic

● My topic is...
● I chose this topic because (explain your personal connection to the topic)...
● What I already know about this topic...

Essential Question

● My essential question is…
● I will find the answer by... (describe your anticipated research process and sources)

Mentor

● My mentor will be…
● His/her occupation/area of expertise is...
● He/she works at...
● This person will assist me in answering my essential question by...

Project

● The applied learning of my Senior Project will be...
● The community connection of my Senior Project will be (if applicable)...
● My project will impact (me, others, ....) ...
Blogging Guidelines

You are required to create and regularly use a blog to document the time you spend with your mentor during Fieldwork Hours. You must post a minimum of 10 blog entries with a minimum of 8 sentences per blog entry. Each entry must be posted within 48 hours of your fieldwork.

Setting Up Your Blog

1. Go to www.blogger.com or www.blogspot.com
2. Use your school Gmail account to create an account. Do not forget your Gmail address or password, as this is how you will access your blog.
3. When you have successfully created your account, you are ready to create your blog. When creating your blog title, you may name it according to your topic. Your URL must include: your class period + First name + Last initial + 2017. This is how your teacher will be able to identify your blog.
4. Write down your blog URL and Gmail login information in a notebook or put the information into your phone. If you ever forget how to log in to your blog, you will have this information readily available.

Blog URL:_____________________________________________________________
Gmail Login:__________________________________________________________

5. Send your teacher an email with a link to your blog. This is how your teacher will monitor and give you credit for your blog.

Posting to Your Blog

From your Blogger dashboard, click “New Post” or the pencil icon. DO NOT choose “New Blog,” as this will create an entirely new blog. You can always save, edit, or delete posts. Be sure to select “Publish” when you are ready to share your blog post.

Blog Settings

You may choose “Yes show mobile” under “Email and Mobile Settings” so you can view and post to your blog on a smartphone. There is a Blogger app for iPhone and Android phones, making it easier to access and post to your blog, if you decide to download it.
Sample Blog Entry

The First Task
Friday, October 7th was my first day working in the law office. I was so nervous the night before, I barely slept. As I arrived, I was filled with excitement, knowing that this job could someday help me to achieve my dream of becoming a lawyer. After I introduced myself to the staff, Mr. Smith, my mentor, took me to a desk where I would be working. He asked if I was familiar with Microsoft programs like Excel. I was honest and told him no. I spent the rest of my time on Friday organizing files for the law office. My next task will be to watch online tutorials in order to familiarize myself with Excel, since that is the program I will mainly work with throughout my time as an intern. I have a lot to learn, but I’m looking forward to the experience!

Culminating Blog Reflection

Upon the completion of your entire Senior Capstone Project, you will post a final reflection. The reflection must address the following:

- How did you use critical thinking, communication, collaboration, and creativity during your fieldwork?
- What did you gain from your fieldwork experience personally, socially, and intellectually?
- Describe the challenges you encountered, and how you overcame them.

Your reflection must be minimum three paragraphs in length and posted to your blog prior to the final blog completion date.
Fieldwork

What is Fieldwork?
Fieldwork is an opportunity to extend your learning beyond the classroom by working with an expert in your selected area of interest. For your Senior Capstone Project, you are required to complete a minimum of ten hours of fieldwork outside of school. Fieldwork brings you closer to answering your essential question. Fieldwork cannot simply be a continuation of a current job or extracurricular activity. You must be actively involved as opposed to merely observing your mentor. For example, simple job shadowing is not acceptable for fieldwork. Simply taking a class does not satisfy the fieldwork requirements. Fieldwork should not be so easy and/or beneath your skill level that there is no challenge for you. In addition, you cannot be paid for your fieldwork hours.

Who Can be a Mentor?
A mentor is a member of a community who has professional expertise and/or considerable experience and knowledge in the field of study you have selected. In addition to this requirement, your mentor must:

● Be at least 25 years of age
● Not be a family member or relative
● Not be a current employer

Under certain circumstances, faculty may serve as mentors for students with Capstone teacher or administrator approval.

What is a Mentor’s Role?
Before you begin, you will develop a plan for your fieldwork with your mentor. Be sure your fieldwork is both challenging and achievable. Your mentor will oversee your project - guiding, advising, and encouraging you throughout. It is your responsibility to stay in contact with your mentor during the fieldwork process. Ultimately, this is your project, and your mentor is there to support and assist you along the way.

How is Fieldwork Documented?
Your fieldwork is documented in the following ways by:

● Completion of Fieldwork Time Log sheets (including mentor signatures)
● Evaluation from mentor
● Photographs of your work with your mentor
### Fieldwork Time Log

Senior’s Name: ________________________________________________________________

English Teacher: ______________________________________________________________

Mentor’s Name: ______________________________________________________________

Mentor’s Email: ___________________________ Phone # ___________________________

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Number of Hours</th>
<th>Work Accomplished</th>
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<tbody>
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*Request additional pages, if necessary.*
Mentor Agreement
*Required

Student Information

Name:________________________________________________________________________________________________

English Teacher:_____________________________________________________________________________________

Mentor Information

Name:________________________________________________________________________________________________

Occupation:__________________________________________________________________________________________

Name of Business/Company:____________________________________________________________________________

Street Address:_______________________________________________________________________________________

City/State/Zip Code:_________________________________________________________________________________

Work Phone:_________________________________________________________________________________________

E-mail Address:_____________________________________________________________________________________

Cell Phone:__________________________________________________________________________________________

I have read and reviewed the mentee’s proposal and approve the fieldwork plan.

____________________________________________  ________________________________________________
Mentor’s Signature  Parent/Guardian’s Signature
Thank you for mentoring a senior from Holbrook Junior-Senior High School. Please take a few moments to evaluate your mentee. You may return this form via your mentee in a sealed envelope or scan and send via email: spaone@holbrook.k12.ma.us

**Student’s Name**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION SKILLS</strong></td>
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<tr>
<td>Did the student contact you in a timely manner?</td>
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<td>Did the student communicate frequently, clearly, and</td>
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<tr>
<td>appropriately?</td>
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<tr>
<td><strong>DEMONSTRATION OF RESPECT FOR YOU AND THE PROJECT</strong></td>
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<tr>
<td>Was the student punctual, courteous, and professional?</td>
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<tr>
<td>Did the student dress appropriately?</td>
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<tr>
<td><strong>RESPONSE TO PROBLEMS AND CHALLENGES</strong></td>
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<tr>
<td>Did the student work to solve problems?</td>
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<tr>
<td>Did the student face challenges with an appropriate</td>
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<tr>
<td>attitude?</td>
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<tr>
<td><strong>ACTIVE INVOLVEMENT IN THE PROJECT</strong></td>
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<td>Did the student complete the activities you assigned or</td>
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<td>provided?</td>
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<td>Did the student demonstrate interest and passion?</td>
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<tr>
<td><strong>DEMONSTRATION OF CURIOSITY AND/OR CREATIVITY</strong></td>
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<tr>
<td>Did the student ask appropriate and insightful questions?</td>
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<tr>
<td>Did the student suggest or offer new ideas?</td>
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</tbody>
</table>

**Comments:**

**Mentor Name:**

**Date:**

**Mentor Signature:**

Holbrook Junior-Senior High School
Research Paper Requirements

Please review and check before handing in your final paper. MLA format required

___Paper - White, 8.5" X 11" paper

___Length – 4 to 6 full pages, not including Works Cited page

___Type - 12 point font, Times New Roman, black print, one-sided only

___Margins - One inch (left, right, top and bottom)

___Title – on first page of text, centered, after heading

___Double-Spacing – Entire paper should be double-spaced. Each line of a long quotation, more than 4 lines of text, should be indented 10 spaces in the body of your paper.

___Page Numbers - Number consecutively throughout in upper right corner, one half inch from the top. Number the Works Cited page.

___Thesis Statement - Your research paper must be thesis-driven and written in the third person. The thesis statement should be the last sentence of your introductory paragraph and italicized.

___Sources – Read multiple texts for depth of understanding. A minimum of 5 sources must be cited in your paper. In order for a source to be listed on a works cited page, it must be parenthetically referenced in the paper. One source must be a personal interview. Encyclopedias/Wikipedia do not count as a source.

___Citations – A minimum of 2-3 citations per page, correctly documented. Each source listed on the works cited page must be cited at least once in your paper.

___Appendix - Supplementary material at the end of a book, article, document, or other text, usually of an explanatory, statistical, or bibliographic nature. You must include an Appendix to your paper.
**For questions about MLA format, citations/Works Cited page, etc., please visit The OWL at Purdue: http://owl.english.purdue.edu/owl/resource/747/01/**

# Research Paper Rubric

<table>
<thead>
<tr>
<th>Reading Comprehension of Key Ideas and Details</th>
<th>Distinguished (4)</th>
<th>Proficient (3)</th>
<th>Emerging (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student response demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis with relevant and convincing textual evidence</td>
<td>The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis with relevant textual evidence</td>
<td>The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence</td>
<td>The student response does not demonstrate comprehension of ideas, providing inaccurate analysis and little to no textual evidence</td>
<td></td>
</tr>
</tbody>
</table>

| Introduction | The student response effectively introduces topic, identifying clear relationships among reasons and evidence and establishes a compelling argument (thesis statement) | The student response introduces topic, identifying relationships among reasons and evidence, establishing an argument (thesis statement) | The student response introduces topic, attempting to identify relationships among reasons and evidence, somewhat establishing an argument (thesis statement) | The student response does not introduce topic, identify relationships among reasons and evidence, and/or does not establish an argument (thesis statement) |

| Development | The student response addresses the prompt, providing effective and comprehensive development of the claim (and counterclaim, when applicable) or topic that is consistently appropriate to the task, purpose, and audience by using clear and convincing reasoning supported by relevant textual evidence | The student response addresses the prompt, providing development of the claim (and counterclaim - when applicable) or topic that is mostly appropriate to the task, purpose, and audience by using reasoning supported by relevant textual evidence | The student response addresses the prompt and develops the claim or topic, providing minimal development of the claim (and counterclaim – when applicable) somewhat appropriate to the task, purpose, and audience by using limited reasoning | The student response does not address the prompt and/or develop the claim or topic, failing to provide development of the claim (and counterclaim – when applicable), and is inappropriate to task, purpose, and audience, using limited reasoning and text-based evidence |

Holbrook Junior-Senior High School 22
<table>
<thead>
<tr>
<th></th>
<th>reasoning supported by relevant textual evidence</th>
<th>and text-based evidence</th>
<th>evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conclusion</strong></td>
<td>The student response provides an effective conclusion that follows from and skillfully supports the argument presented</td>
<td>The student response provides a conclusion that follows from and supports the argument presented</td>
<td>The student response provides a conclusion that somewhat follows from or supports the argument presented</td>
</tr>
<tr>
<td><strong>Organization / Style</strong></td>
<td>The student response effectively uses transitional language to link the major sections of the text, to create purposeful coherence, and to clarify the relationship between reasons and evidence in an engaging and formal style</td>
<td>The student response uses transitional language to link the major sections of the text, to create coherence, to clarify the relationship between reasons and evidence in an engaging and formal style</td>
<td>The student response attempts to use transitional language to link the major sections of the text, to create coherence, and to clarify the relationship between reasons and evidence in an engaging, yet informal style</td>
</tr>
<tr>
<td><strong>Conventions / Format</strong></td>
<td>The student response demonstrates full command of the conventions of standard English and fully attends to the norms and conventions of the discipline (MLA Format)</td>
<td>The student response demonstrates some command of the conventions of standard English and mostly attends to the norms and conventions of the discipline (MLA Format)</td>
<td>The student response demonstrates limited command of the conventions of standard English and partially attends to the norms and conventions of the discipline (MLA Format)</td>
</tr>
</tbody>
</table>

**Comments:**

- **Distinguished:**
- **Proficient:**
- **Emerging:**
- **Unacceptable:** - below

*Holbrook Junior-Senior High School*
Math Component

I. "Putting Math to Work" Worksheet (typed)
   ○ Identify a minimum of three math standards and the corresponding skills or concepts that are essential to your topic.

II. Create a Mathematical Representation of Data
   ○ You must create your own representation of data supporting your topic
   ○ This could be a graph, table, chart, etc.
   ○ This should be based on data that you gather through mentor hours, interviews, research, etc.
   ○ This cannot be a copy of something you find online, but data found can be used in your representation.
   ○ In addition to your own representation, other representations found through research can be input to support your thesis.

III. MLA Report
   ○ Paragraph I
     1. Identify your essential question in bold
     2. Describe your topic
     3. Explain your data, use at least three vocabulary words from your "Putting Math To Work" Worksheet

   ○ Paragraph II
     1. Analyze and interpret your data
     2. Looking at your data, predict any future trends
     3. Explain the relevance of the data to your essential question
     4. Build a logical conclusion
## Putting Math to Work

<table>
<thead>
<tr>
<th>MATH STANDARD</th>
<th>SKILL OR CONCEPT</th>
<th>HOW USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Create equations</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td>Graph equations with labels and axes</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>Circles</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td>Areas of Sectors</td>
<td></td>
</tr>
<tr>
<td>Functions</td>
<td>Domain</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td>Range</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graph Functions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linear, Quadratic, Exponential Functions</td>
<td></td>
</tr>
<tr>
<td>Number and Quantity</td>
<td>Choose and Interpret Units</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td>Choose and Interpret Scales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Displays</td>
<td></td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Two-Way frequency Tables</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td>Linear Equation from Scatter Plot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpret Slope from Linear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making Inferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Justifying Conclusions</td>
<td></td>
</tr>
<tr>
<td>(MP1)  Make Sense of Problems and Persevere in Solving them</td>
<td>Explain correspondences between tables and graphs</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graph data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Search for regularity or trends</td>
</tr>
<tr>
<td>(MP4)  Model with Mathematics</td>
<td>Two-way tables, graphs, flowcharts, and formulas</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflect on whether results make sense</td>
</tr>
<tr>
<td>(MP5)  Use Appropriate Tools Strategically</td>
<td>Ruler</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
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<td>External math sources</td>
</tr>
<tr>
<td></td>
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<td>Protractor</td>
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<td></td>
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<td>Dynamic geometry software</td>
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<tr>
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<td>Calculator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spreadsheet</td>
</tr>
<tr>
<td>(MP6)  Attend to Precision</td>
<td>Units of Measure</td>
<td>Your Explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labeling Axes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree of Accuracy for answers</td>
</tr>
</tbody>
</table>
## Putting Math to Work

<table>
<thead>
<tr>
<th>MATH STANDARD</th>
<th>SKILL OR CONCEPT</th>
<th>HOW USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
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<tr>
<td>Geometry</td>
<td></td>
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<tr>
<td>Functions</td>
<td></td>
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<tr>
<td>Number and Quantity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(MP1) Make Sense of Problems and Persevere in Solving them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(MP4) Model with Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(MP5) Use Appropriate Tools Strategically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(MP6) Attend to Precision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Math Component Rubric

**SENIOR PROJECT MATH COMPONENT RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>DISTINGUISHED (4)</th>
<th>PROFICIENT (3)</th>
<th>EMERGING (2)</th>
<th>UNACCEPTABLE (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“PUTTING MATH TO WORK” WORKSHEET</strong></td>
<td>Exceptionally demonstrates conceptual understanding of the Math CCSS &amp; Practices by describing the skills and/or concepts relevant to their topic (minimum of three standards identified); must be typed</td>
<td>Demonstrates conceptual understanding of the Math CCSS &amp; Practices by describing the skills and/or concepts relevant to their topic (minimum of three standards identified); must be typed</td>
<td>Somewhat demonstrates conceptual understanding of the Math CCSS &amp; Practices by describing the skills and/or concepts relevant to their topic (minimum of two standards identified); must be typed</td>
<td>Lacks demonstration of conceptual understanding of the Math CCSS &amp; Practices by describing the skills and/or concepts relevant to their topic (minimum of one standard identified); must be typed</td>
</tr>
<tr>
<td><strong>MATHEMATICAL REPRESENTATION OF DATA</strong></td>
<td>Creatively and exceptionally designed spreadsheet which includes data and graph with title, labels, legend, (as needed) and footnote</td>
<td>Spreadsheet which includes data and graph with title, labels, legend, (as needed) and footnote</td>
<td>Spreadsheet which includes data and graph. Missing one of the following: title, labels, legend, (as needed) and footnote</td>
<td>Spreadsheet missing two or more of the following: data, graph, title, labels, legend, (as needed) and footnote</td>
</tr>
<tr>
<td><strong>(GRAPH)</strong></td>
<td><strong>N-Q 1.3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.1, L.2, L.6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT PARAGRAPH 1</strong></td>
<td>Data, relevance, prediction and statistical interpretation are thoroughly described</td>
<td>Data, relevance, prediction and interpretation are described</td>
<td>Data, relevance, prediction and statistical interpretation are somewhat described</td>
<td>Data, relevance, prediction and/or statistical interpretation are not present</td>
</tr>
<tr>
<td><strong>S-ID 5.7</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S-IC 1.3,6</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>CONTENT PARAGRAPH 2</strong></td>
<td>Effectively concludes by analyzing and interpreting data, predicting future trends, and connecting to the essential question</td>
<td>Concludes by analyzing and interpreting data, predicting future trends, and connecting to the essential question</td>
<td>Concludes by somewhat analyzing and interpreting data, predicting future trends, and connecting to the essential question</td>
<td>Analyzing and interpreting data, predicting future trends, and connecting to the essential question are not evident</td>
</tr>
<tr>
<td><strong>GE 2.2</strong></td>
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<td></td>
</tr>
</tbody>
</table>

**Distinguished: 20-18**  **Proficient: 17-14**  **Emerging: 13-10**  **Unacceptable: 9-below**

GRADE:_____/20
Letter to Judges

(Your Address Here)
Holbrook, MA 02343
Date (Month, Day, Year) (QS-Quadrupole Space)

Senior Project Judge
Holbrook Junior-Senior High School
245 S. Franklin Street
Holbrook, MA 02343 (DS-Double Space)

Dear Senior Project Judge: (DS)

Paragraph One:
● Describe yourself.
  ○ Where are you now in your life?
  ○ What personal information about yourself do you feel the reader needs to know?
  ○ What values and experiences have shaped you?
● Describe passions and areas of special interest.
● Identify skills, attributes, hobbies, etc. (DS)

Paragraph Two:
● Identify/explain your essential question, how you answered that question, and your conclusions.
● State what you have learned about yourself during your educational, work, and senior project experiences.
● Reflect on the important skills you have developed as a result of the above experiences. (DS)

Paragraph Three:
● Identify how this project challenged you and what implications this will have for you in the future.
● Reflect upon your Senior Project as an opportunity to better prepare you for life after HJSHS. (DS)

Sincerely yours, (QS)

(Your signature)
Your full, typed name
Senior Project Binder Checklist

STUDENT’S NAME: ________________________________________________________________

Table of Contents

  ____ 1. Letter of Introduction
  ____ 2. Project Proposal
  ____ 3. Parental/Guardian Acknowledgement Form
  ____ 4. Mentor Form
  ____ 5. Fieldwork Time Logs
  ____ 6. Blogging Entries
  ____ 7. Research Paper
  ____ 8. Evaluation from Mentor
  ____ 9. Thank You Letter
  ____10. Math Component
  ____11. Pictures (including one with your mentor), Visuals, Print-out of Blog website, etc.
Presentation Requirements

The final phase of the Senior Capstone Project is the oral presentation. Your presentation, supported by audio/visual aids, will serve to further explain your research paper, fieldwork, and the link between the two.

Your Senior Capstone Project presentation must:

- Be 10 to 15 minutes in length.
- Have a recognizable introduction and conclusion.
- Describe the content of your research paper and what you accomplished in your fieldwork. Discuss your essential question along with your conclusions.
- How was your project a challenge for you, and how did it “stretch” or enhance your skills and knowledge?
- Include audio/visual aids (poster, PowerPoint, Prezi, video, musical performance, demonstrations, etc.) that will help your audience better understand what you learned from your Senior Capstone Project.
- If your project resulted in an actual product, this product or pictures of the product should be a part of your presentation.
- If you choose to use a video, it cannot be longer than 1:30 minutes.
- Include thorough explanation of Math Component.

Please refer to the Senior Capstone Project presentation rubric for specific requirements and standards for oral presentations. It is your responsibility to be familiar with and be able to meet these standards.

Presentation Attire

The purpose of these guidelines is to uphold the professional image of the presentation and to better prepare you for the working world. Your dress and personal appearance is an important part of this presentation and is one of the requirements on the scoring rubric. The following attire is acceptable:

- Business suit with blouse or collared dress shirt
- Sport coat, dress pants, collared dress shirt, and necktie
- Business dress
- Skirt or dress slacks with blouse or sweater
- Dress shoes are required

New fashion trends may be in style but not necessarily appropriate. The best way to operate is to avoid walking the line. If there is a doubt, ask for help. Be professional.
<table>
<thead>
<tr>
<th></th>
<th>Distinguished (4)</th>
<th>Proficient (3)</th>
<th>Emerging (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>Introduction is creatively designed to effectively engage the audience</td>
<td>Introduction is designed to engage the audience</td>
<td>Introduction is attempted but does not engage the audience</td>
<td>Introduction is not evident</td>
</tr>
<tr>
<td><strong>CONCEPTS PRESENTED</strong></td>
<td>Expertly communicates ideas, concepts, and information about essential question, fieldwork, and research</td>
<td>Communicates ideas, concepts, and information about essential question, fieldwork, and research</td>
<td>Attempts communication of ideas, concepts, and information about essential question, fieldwork, and/or research</td>
<td>Lacks communication of ideas, concepts, and information about essential question, fieldwork, and/or research</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>Effectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience</td>
<td>Presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are appropriate to task, purpose, and audience</td>
<td>Attempts to present information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are somewhat appropriate to task, purpose, and audience.</td>
<td>Ineffectively presents information, findings, and supporting evidence so listeners can follow the line of reasoning; organization, development, and style are not appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>LINK BETWEEN FIELDWORK AND PAPER</strong></td>
<td>Thoroughly identifies and explains the link between paper and fieldwork</td>
<td>Identifies and explains the link between paper and fieldwork</td>
<td>Attempts to identify a link between paper and fieldwork</td>
<td>Link not evident</td>
</tr>
<tr>
<td><strong>21ST CENTURY GRADUATION EXPECTATIONS</strong></td>
<td>Clearly identifies, explains and connects three 21st Century Graduation Expectations</td>
<td>Identifies and explains three 21st Century Graduation Expectations</td>
<td>21st Century Graduation Expectations were identified but not explained</td>
<td>21st Century Graduation Expectations were not identified</td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
<td>Effectively uses a variety of strategies of address (eye contact, speaking rate, volume)</td>
<td>Uses strategies of address (eye contact, speaking rate, volume)</td>
<td>Limited use of strategies of address (eye contact, speaking rate, volume)</td>
<td>Ineffective use of strategies of address (eye contact, speaking rate, volume)</td>
</tr>
<tr>
<td><strong>PRESENTATION OF KNOWLEDGE AND IDEAS</strong></td>
<td>Effectively adapts speech to a variety of contexts and communicative tasks, demonstrating command of formal English, including proper grammar and usage</td>
<td>Adapts speech to a variety of contexts and communicative tasks, demonstrating command of formal English, including proper grammar and usage</td>
<td>Limited use of speech for a variety of contexts and communicative tasks, demonstrating command of formal English, including proper grammar and usage</td>
<td>Ineffective use of speech for a variety of contexts and communicative tasks, demonstrating command of formal English, including proper grammar and usage</td>
</tr>
<tr>
<td></td>
<td>Distinguished (4)</td>
<td>Proficient (3)</td>
<td>Emerging (2)</td>
<td>Unacceptable (1)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Effective use of academic and domain-specific words and phrases, and effective clarification of unknown and multiple-meaning words and phrases</td>
<td>Appropriate use of academic and domain-specific words and phrases, and effective clarification of unknown and multiple-meaning words and phrases</td>
<td>Limited use of academic and domain-specific words and phrases, and effective clarification of unknown and multiple-meaning words and phrases</td>
<td>Ineffective use of academic and domain-specific words and phrases, and effective clarification of unknown and multiple-meaning words and phrases</td>
</tr>
<tr>
<td><strong>VISUAL AIDS</strong></td>
<td>Effective strategic use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest; effective command of the standard English conventions</td>
<td>Appropriate use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest; appropriate command of the standard English conventions</td>
<td>Limited use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest; limited command of the standard English conventions</td>
<td>Ineffective use of digital media and/or visual displays of data to express information and enhance understanding of findings, reasoning and to add interest; ineffective command of the standard English conventions</td>
</tr>
<tr>
<td><strong>MATH COMPONENT</strong></td>
<td>Clearly identifies, explains, and connects to essential question; includes detailed analysis and interpretation of data</td>
<td>Identifies and explains the statistical representation; includes analysis and interpretation of data</td>
<td>Identifies statistical representation; no analysis and interpretation of data</td>
<td>Fails to identify and/or explain the statistical representation</td>
</tr>
<tr>
<td><strong>APPEARANCE</strong></td>
<td>Business suit, dress, skirt/pants with blouse/sweater, dress shoes; Business suit, sport coat dress pants and shirt, dress shoes and socks, tie</td>
<td>Mostly follows dress requirements</td>
<td>Somewhat follows dress requirements</td>
<td>Does not follow dress requirements</td>
</tr>
<tr>
<td><strong>TIMING (10-15 MINUTES)</strong></td>
<td>Adheres to time</td>
<td>Closely adheres to time</td>
<td>Somewhat adheres to time</td>
<td>Significantly above or below time</td>
</tr>
<tr>
<td><strong>JUDGES’ QUESTIONS (NOT PART OF 10-15 MINUTES)</strong></td>
<td>Effectively responds to audience questions and feedback</td>
<td>Responds to audience questions and feedback</td>
<td>Somewhat responds to audience questions and feedback</td>
<td>Ineffectively responds to audience questions and feedback</td>
</tr>
</tbody>
</table>

Grade:_____/
Transfer Policy

1. Students who transfer into Holbrook Junior-Senior High School during their senior year will be required to complete a Senior Capstone Project.

2. All situations regarding transfer students will be decided on a case-by-case basis with appropriate accommodations and modifications determined by the school administration and the Senior Capstone Course teacher.

   Alternative Learning Programs
   All situations regarding ALP students will be decided on a case-by-case basis with appropriate accommodations and modifications.