

Central Valley High School

821 S. Sullivan Rd.

Spokane Valley, Washington 99037

Central Valley High School

Fall Semester 2009-2010

Student Name:



Instructor: Mr. Wellington - Phone: 228-5162 email:

REQUIRED MEETING DATES:

- [September 21, 2009 at 5:00 p.m. in the CVHS Library.](#) Assignments Due: , The Portrait of a CV Student {pages 5-10}; and Goal Setting and Action Planning Worksheets {pages 13-18}; and the Culminating Project Proposal {pg 19-20}; (and there will be a journal record check {page 4}.)
- [October 19, 2009 at 5:00 p.m. in the CVHS Library.](#) Assignments Due: The Discovery Print-out Sheets for all Sections {pg 22}; The Legal, Health, and Safety Issues that Affect Employment (Paper) {pg 23}; The Resume {pg 24-27}; The Job Interview Questions and Responses {pg 28} for the Employability Section of the Portfolio.
The First draft of the Research Paper (for the 20 on-time points) is due.- {pages 30-35.} Pick this up on [November 9, 2009](#) so you can edit it and turn it in at the [November 16, 2009](#) meeting.
- [November 16, 2009 at 5:00 p.m. in the CVHS Library.](#) Assignments Back - All assignments turned in on [October 19](#). Assignments Due: Final Corrected Research Paper for full credit. From this date on, the Research Paper will lose points daily until [December 11, 2009](#) if not completed. The First Draft of the Portfolio. (There will be a Journal Record check {pg 4}, and Sign-Up for Presentation Dates {pg 39 & 40}.)
- [December 11, 2009.](#) (Not a Meeting Date) - Last day to turn in the Finished Version of the Research Paper. After this date it is only worth 60%; Presentation Dates will be published.
- [January 4, 2010 at 5:00 p.m. in the CVHS Library.](#) Assignments Due: Reflection Paper {pg. 38}, Completed Portfolio for Final Grading; Completed Service Learning Sheet {pg 11&12}; the Journal Record with 75 Hours of Work-time {pg. 4}; and Last Day for Late Final Research Papers.
- [January 5-22, 2010.](#) Delivery of your scheduled presentation in the CVHS Career Center or Library. You must bring: Completed Portfolio; Completed Journal Record with 75 Hours of documented Work-time; Completed Community Service Learning Sheets; and have in attendance a minimum of five adults including - Your mentor, a teacher, a parent, and 2 other adults of choice.

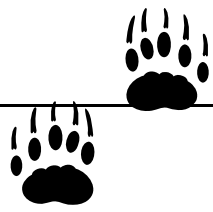
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Assignment Time Line

HP

<u>Activity</u>	<u>Due Date</u>
<i>Getting Started: A Portrait of a Central Valley Student Worksheet</i>	September 21, 2009
<i>Getting Started: Job Shadow/Service Learning Project Log Sheet</i>	Due at time of Presentation
<i>Getting Started: Goal Setting & Action Planning Worksheet</i>	September 21, 2009
<i>Getting Started: Culminating Project Proposal (Journal Record Check)</i>	September 21, 2009
<i>Phase One - First Draft Research Paper : Research Paper First Draft</i>	October 19, 2009
<i>Phase One Employability Skills: Discovery Session Print-out Sheets; Fifth Year Plan (Paper); The Legal, Health, and Safety Issues that Affect Employment (Paper); Resume; and Job Interview Questions and Responses</i>	October 19, 2009
Come to the CVHS Counseling Room—Pick up your First Draft of the Research Paper from your Running Start File Folder so it can be edited and the Final Draft turned in on November 17, 2008.	November 9, 2009
<i>Phase Two - Final Draft: Research Paper Due</i>	November 16, 2009
<i>Phase Two - First Draft Portfolio: Portfolio First Draft Due</i>	November 16, 2009
<i>Phase Three - Final Preparation of Presentation and Portfolio: Last Day for Late Research Papers Determine Presentation Date List of Presentation Participants Due</i>	December 11, 2009 (Not a Scheduled Meeting Date)
<i>Phase Three - Final Preparation of Presentation and Portfolio: Turn in for Final Edit and/or Grade Before Presentation: Portfolio, Service Learning, Journal Record, and Reflection Paper</i>	January 4, 2010
<i>Phase Four - Presentation of Culminating Project to Panel:</i> Final Products Ready for Presentation: Portfolio Research Paper Reflection Paper Job Shadow/Service Learning Project Log Sheet Documentation of 75 Hours Presentation (8-10 minutes)	Due at time of Presentation January 5-22, 2010
<i>“It is a mistake to try to look too far ahead. The chain of destiny can only be grasped one link at a time.” Winston Churchill</i>	

Definition of Terms

Definition of Terms

Familiarize yourself with the following terms. They will be used during the Culminating Project process.

Works Cited: List all of the sources you have cited (referred to) in your text. It does not include any sources you may have read or studied but did not refer to in your paper (that's a bibliography).

Primary Source: A source that gives information from personal experience with the topic; a source of information based on first-hand experience.

Secondary Source: A source that gives information gathered from others and reported second hand.

Reflective Conclusion: A conclusion of your paper that traces the learning process experienced by the writer, narrated in the first person and encompassing all phases of the project: the research findings, the application of learning, the presentation of the project, and the final review of the whole experience.

Visual Component: A visual aid in presenting, explaining, and demonstrating the project. May include objects, charts, displays, models, overhead projections, slides, videotapes, computerized material.

Assessment Rubrics: Outlines of the required standards of performance to project phases, including scoring descriptors.

Mentor: An adult individual who is knowledgeable in the project's field of interest or area of study and who is willing to witness, encourage, guide, support, and evaluate a student as he/she works through the Culminating Project.

Presentation Panel: The Advisor, students, community members, and/or parents are invited to hear the student's final presentation of his/her Culminating Project.

Portfolio: A collection of the student's work presented to the Presentation Panel. It may include the following: works-cited, journal entries, proofs of progress, research report forms, and mentor's evaluation form. This is a key part of your Culminating Project.



Getting Started: Job Shadow/Service Learning and Log Sheet

Your Job Shadow/Service Learning Project must be a job shadow with your mentor or a service to a community agency, church, hospital, school, etc. Activities for family or neighbors do not qualify as Service Learning. A minimum of 5 hours is required. More than 5 hours is encouraged. The completed form must include all the required information.



This form and log sheet will be included in your Student Portfolio.

Student Name _____

Date _____

Due **January 4, 2010**

1. Describe your Job Shadow/Service Learning Project:

Agency/Organization Name: _____

Agency /Organization Contact Person: _____ Phone Number: _____

2. Provide a description of your Job Shadow/Service Learning Project. Include dates and times specific to the project i.e.: what, when, where, who, how and why.

3. Summarize the experience and include the students thoughts and reflections.

Mentor/Supervisor Signature: _____

Met requirement _____ Does not meet requirement _____ (Job Shadow Page A)

Getting Started: Job Shadow/Service Learning and Log Sheet

4. Fill out the Job Shadow/Service Learning Project Log Sheet. Include date, activity and mentor/agency supervisor's signature. This will be included in your Student Portfolio.



Supervisor Signature: _____ **Date:** _____

Due January 4, 2010

<u>Date</u>	<u>Activity</u>	<u>Signature</u>

“The final forming of a person’s character lies in their own hands.”

Anne Frank

(Job Shadow Page B)

Getting Started: A Portrait of a Central Valley Student

The purpose of your Culminating project is to demonstrate that you have attained the following attributes of a "Portrait of a Central Valley Student".

A Central Valley Graduate will be:

A skilled and knowledgeable learner who...

- Uses personal knowledge and experience to connect to new learning.
- Uses learned knowledge as the basis for understanding, thinking, and learning.
- Commits to building and strengthening basic knowledge and skills.
- Views continued learning as a high priority for happiness and success.

An effective communicator who...

- Demonstrates clarity of expression in speaking and writing.
- Listens and responds with understanding.
- Uses a variety of technologies to assist in communication.
- Uses a variety of strategies to construct meaning from text.

A self-directed learner who...

- Sets own priorities and achievable goals.
- Monitors and evaluates own progress.
- Creates options for self.
- Assumes responsibility for own actions.
- Creates a positive vision for self and the future.

A collaborative learner who...

- Monitors own behavior as a group member.
- Demonstrates interactive communication.
- Demonstrates consideration for individual differences.
- Contributes constructively to the team while maintaining his/her unique viewpoint.

A quality worker/producer who...

- Creates products and uses processes that achieve purpose.
- Creates products and uses processes appropriate to the intended audience.
- Creates products and uses processes that reflect craftsmanship and pride.
- Uses resources/technology appropriate to the job.

A complex thinker who...

- Uses a wide variety of strategies for managing complex issues.
- Selects strategies appropriate to the resolution of complex issues and applies strategies with accuracy and thoroughness.
- Synthesizes knowledge from a variety of sources to solve problems.

A contributing citizen who...

- Demonstrates knowledge about his/her diverse communities.
- Takes action to improve his/her community, country, and environment.
- Reflects on roles as a community citizen.





Getting Started: A Portrait of a Central Valley Student Worksheet

Name _____

Due **September 21, 2009**

Directions: Do you fit the portrait of a CV graduate? Rate yourself on a scale from 1 to 5 with 1 being the lowest and 5 being the highest. Below each component, explain why you gave yourself that specific rating and what you should do if improvement is needed. Use full sentences. Be sure to give examples for every Evidence bullet. Be sure to Include an Action Plan for every inquiry. Use your best hand writing and be clear. Every Evidence and Action Plan space needs to be completed.

It is Strongly Recommended that you look at the Grading Rubric in the APPENDIX.

A Central Valley High School graduate will be:

1. A skilled and knowledgeable learner who...

- 1 2 3 4 5 Uses personal knowledge and experience to connect to new learning.
 - Evidence:

 - Action Plan:

- 1 2 3 4 5 Uses learned knowledge as the basis for understanding, thinking, and learning.
 - Evidence:

 - Action Plan:

- 1 2 3 4 5 Commits to building and strengthening basic knowledge and skills.
 - Evidence:

 - Action Plan:

- 1 2 3 4 5 Views a continued learning as a high priority for happiness and success.
 - Evidence:

 - Action Plan:

2. An effective communicator who...

- 1 2 3 4 5 Demonstrates clarity of expression in speaking and writing.
 - Evidence:

 - Action Plan:

Portrait Page A)



- 1 2 3 4 5 Listens and responds with understanding.
 - Evidence:
 - Action Plan:
- 1 2 3 4 5 Uses a variety of technologies to assist in communicating.
 - Evidence:
 - Action Plan:
- 1 2 3 4 5 Uses a variety of strategies to construct meaning from text.
 - Evidence:
 - Action Plan:

3. A self-directed learner who...

- 1 2 3 4 5 Sets own priorities and achievable goals.
 - Evidence:
 - Action Plan:
- 1 2 3 4 5 Monitors and evaluates own progress.
 - Evidence:
 - Action Plan:
- 1 2 3 4 5 Creates options for self.
 - Evidence:
 - Action Plan:
- 1 2 3 4 5 Assume responsibility for own action.
 - Evidence:
 - Action Plan:

Portrait Page B)

**4. A collaborative learner who...**

- 1 2 3 4 5 Monitors own behavior as a group member.
 - Evidence:

 - Action Plan:

- 1 2 3 4 5 Demonstrates interactive communication.
 - Evidence:

 - Action Plan:

- 1 2 3 4 5 Demonstrates consideration for individual differences.
 - Evidence:

 - Action Plan:

- 1 2 3 4 5 Contributes constructively to the team while maintains his/her unique viewpoint.
 - Evidence:

 - Action Plan:

5. A quality worker/producer who...

- 1 2 3 4 5 Creates products and uses processes that achieve purpose.
 - Evidence:

 - Action Plan:

- 1 2 3 4 5 Creates products and uses processes appropriate to the intended audience.
 - Evidence:

 - Action Plan:

Portrait Page C)



- 1 2 3 4 5 Creates products and uses processes that reflect craftsmanship and pride.

- Evidence:

- Action Plan:

- 1 2 3 4 5 Uses resources/technology appropriate to the job.

- Evidence:

- Action Plan:

6. A complex thinker who...

- 1 2 3 4 5 Uses a wide variety of strategies for managing complex issues.

- Evidence:

- Action Plan:

- 1 2 3 4 5 Selects strategies appropriate to the resolution of complex issues and applies strategies with accuracy and thoroughness.

- Evidence:

- Action Plan:

- 1 2 3 4 5 Synthesizes knowledge from a variety of sources to solve problems.

- Evidence:

- Action Plan:



7. **A contributing citizen who...**

- 1 2 3 4 5 Demonstrates knowledge about his/her diverse communities.
 - Evidence:
 - Action Plan:
- 1 2 3 4 5 Takes action to improve his/her community, country, and environment.
 - Evidence:
 - Action Plan:
- 1 2 3 4 5 Reflects on roles as a community citizen.
 - Evidence:
 - Action Plan:

Turn in these papers (Portrait Pages A-E) on **September 21, 2009**

Portrait of a Central Valley Graduate

Learning Today—

Leading Tomorrow

Central Valley School District #356

Portrait Page E)



Getting Started: Goal Setting and Action Planning Student Worksheet

Name _____

Due **September 21, 2009**

Do you know who you are? Of course! Really? The point is you are more than just your name. We all have our own personalities, qualities, character traits, different roles, and relationships. All those things together make us who we are...It's time to ask yourself, what kind of person do I want to be?

Complete all blanks.

It is Strongly Recommended that you look at the Grading Rubric in the APPENDIX.

Personal Qualities

What qualities do you admire in other people? How would you like to be remembered? Make a list of personal qualities you possess. Then make a list of qualities you would like to possess. Be sure to read this list often!

Qualities I Have	Qualities I Would Like to Possess
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Roles

Shakespeare said the world is a stage and we all play different roles. You're different things to different people. What roles do you play? Brother? Daughter? Student Rep.? Musician? Write your roles down. For each role, what are your responsibilities?

Roles	What are your responsibilities?
1.	
2.	
3.	
4.	
5.	

(Goals Page A)



Personal Qualities

Your mission is your unique purpose. If it were up to you, what would you want to do? What would motivate you to do it? What would your future look like? Create your own mission statement and live it! Need a little help? Completing all of the phrases below will help you get started.

- *Some of the most important things in my life are:*

- *Some of my dreams are:*

- *I'm really good at:*

- *In five years I will be:*

- *What qualities would you like in your future spouse?*

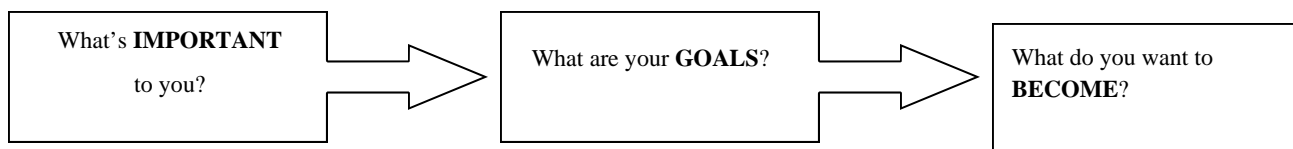
- *What qualities would you like to help instill in your children?*



The Organizational Process

It starts at the bottom:

- First, decide what's important to you. What's valuable? What do you dream of? What would you not want to lose?
- Based on that information, set your goals. If it was important that you become a computer programmer, what kind of goals would you set?
- The next step is to chart your course to those goals. What's the plan for this week? How will you achieve what you want? What will you sacrifice? What steps will you take?
- Finally, it comes down to the day. What will you do today that will bring your goals just a little closer to reality? What action will you take?



What's Important to Me?

Write the six most important things in your life in the boxes below. Take your time. Try to be completely honest with yourself.

- Write the six most important things in your life in the top 6 boxes. Try to be completely honest with yourself.
- In the bottom three boxes identify 3 areas you are interested in or subjects you are passionate about.
- The items identified in these boxes can assist you as you determine your Culminating Project topic or concept.

Examples:

education	family	friends	knowledge
religion	art	a great career	health
happiness	travel	relationships	Athletics

(Goals Page C)



Complete all of the blanks below.

Important things in your life:

--	--	--	--	--	--

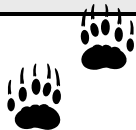
Areas you are interest in or subject you are passionate about:

--	--	--

Success Map

Identify what you want to achieve this year and in three years and prioritize the top three targets.

Personal Goal This Year:	Personal Goal 3 Years:
1.	1.
2.	2.
3.	3.
Professional Goal This Year:	Professional Goal 3 Years:
1.	1.
2.	2.
3.	3.



Writing Your Goals

Now it's time to write your goals. Select your top 'what you want to achieve' and convert them to a goal by using the following formula:

(Example of how to write the Personal Goals:)

To _____ by _____ by _____.

verb subject standard (i.e., %) date/deadline

(Example of how to write the Professional Goals:)

To _____ by _____ by _____.

verb subject standard (i.e., %) date/deadline

Complete all of the Goals below using the above format. Be sure to add the standard and deadline.

Personal Goal 1:

Personal Goal 2:

Professional Goal 1:

Professional Goal 2:

Written summary of qualities and goals and how you will use them in life. (see next page)

“Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan.”

Tom Landry

(Goals Page E)

Getting Started: Choosing a Project

Choosing a Project

Due **September 21, 2009**

Your choice of a meaningful and researchable topic is critical to your success.

1. Think about an interest you have or a career that you would like to expand.
2. Make a list or review the list you already have of what you want to do or learn during your lifetime.
3. Ask yourself what you are passionate about or what can sustain your attention for long periods of time.
4. You should view the CVHS Culminating Project as an opportunity to explore and learn about something that sincerely interests you.
5. Your project can originate in academics, an avocation, a career goal, or an unexplained attraction to do something just once.

It is important that you direct this learning experience and take responsibility for it. Basically, use your common sense and choose reasonably to pursue something that genuinely interests you and will benefit your personal development.

It is Strongly Recommended that you look at the Grading Rubric in the APPENDIX.

The following parameters must guide your choice:

1. Your project must represent a “learning stretch” for you. Remember, that which represents a “stretch” for you may not be one for someone else. Do not expect to simply apply knowledge you have already gained. If you already know a lot about a topic and wish to do a related project, decide how you could expand your knowledge base and then apply your new learning or understanding.
2. During the final phase where you present your project to a panel and where you complete your paper about your experience, you will be required to describe and explain what academic learning you used in planning and carrying out the project. You also will be expected to explain what new learning was required for the project, and how you applied, through the project, what you have learned.
3. Your project must not involve **undue risk** to yourself or others. Your Culminating Project advisor will review your proposal and safety will be a consideration for approval.
4. All project requirements must be met independently. As for the project itself, each student must be fully responsible for each clearly delineated component of the project or final product.



Culminating Project ProposalDue **September 21, 2009**

Complete this form without any blanks for full credit. Be sure to include two personal contacts and your mentor's name, address and phone number.

Student Name: _____ Date Submitted: _____

Culminating Project Idea: _____

Briefly state your plan for accomplishing this task by answering the following questions. Add any other information you feel will be helpful in accomplishing your project.

1. Why did you choose this topic? _____

2. What are some possible research sources you will use? Other support materials?

Sources: _____

Support Materials: _____

3. What professional contacts will you make? Who will be your mentor?

Two Adult Professional Contacts: _____

Phone Numbers _____

Mentor: _____

*** You must choose a mentor and he/she must be willing to come to the Presentation.**

*** A Mentor can not be a relative.**

Mentor Business or Home Address: _____, _____

Mentor Phone Number: _____

4. How do you anticipate presenting your topic? (Video, live demonstration, prototype, posters, etc.)

5. Other information:

Teacher signature of approval: _____



Phase One - Employability: Discovery Internet Portfolio Sessions, Researching Self Assessment and Career Choices

Due **October 19, 2009**

Complete all of the Discovery Portfolio Sessions (tabs) and include the printed summaries/information print-outs of each tabbed section in the Employability Skills section of your portfolio. You may have completed this as a Junior. **Please update this by doing it again.**

This can be accessed on the web from any computer. The direct link is:

<http://webapps01.act.org/eDISCOVER/>

Or ... you can go through the Central Valley Web Pages as follows:

Go to the Central Valley High School Library Web Site -

<http://www.cvsd.org/centralvalley/library.asp>

Look in the right hand Column and select **Career Research Sites**.

Select **Discover On-Line** –

<http://webapps01.act.org/eDISCOVER/>

You will get two boxes – **User ID** and **Password**.

In the **User ID** box, Type in “CV- _ _ _ _ _ ” (*Notice Caps and the dash. The blanks are your 5 digit Student ID*)

In the Password box, type “**cvbears**” (*The Quotes are not typed in—small letters.*)

In some instances, the User ID may be cv- _ _ _ _ _ (Notice small letters and the dash)

If this does not work, email or call Mr. Wellington or Mrs. Dolan to get your correct User ID number.

After logging in, you will see seven tabs across the top. The first one on the left is the home tab. Each tab to the right of the home tab is an assignment. These sessions will guide you through a process that will select possible careers and pathways to those careers that should be of interest. The tabs are:

Inventories Occupations Majors Schools Job Search My Portfolio

- **You will complete all of these sessions.** (The exceptions are: My Portfolio/ My Courses and Resume Builder. These will be obtained from other sources.)
You can tell when you are done by Clicking on My Portfolio/Portfolio Report and seeing that all boxes are checked.
To Finish: When you have all of your sections/tabs completed, you can go to **My Portfolio/Portfolio Report** and select **Submit**. This will show you the report. Look through the information and check that none says that information is missing. If it is missing, go back and fix it.
- **To Print The Summary Report: When There are no missing sections in the Portfolio Report, you are ready to Print.** If all is correct, this assignment will be about 8 printed pages.
- **To Print the Three Required Occupation Reports: Click on: Occupations/My Favorites. There should be at least 3 Favorites listed. (If not, go back and select 3.) Click on the top one you like, select “Next” until the end and select “Submit”. Print that report.**
Select two more occupations and print those the same way. Be sure to print the “Submit” information for each of the occupations. (Three Occupations Total.)

You will insert these print-out research pages in your **Employability Skills Section** of your portfolio when it is returned after grading.



Fifth Year Plan

After Completing all of the Discovery Portfolio Sessions (tabs) and include the printed summaries/information printouts of each tabbed section in the Employability Skills section of your portfolio as described on the previous page, you will need to complete a **Fifth Year Plan Document**.

You will need to obtain a printout of a current copy of your transcripts. This can be found on line, printed by your advisory teacher, or printed by Mr. Wellington.

Note your electives. These are the classes that may effect what you may want to focus on next year.

You may find that you want to enter a Four Year College/University degree, a two year degree at a Community College, an Occupational Training program, or plan to begin a career in some field. Your choice determines your Career Pathway and what you may be planning for next year.

Include the following in your **Fifth Year Plan Document**.

- Using your transcripts and referring to your Discovery Portfolio interest surveys, **complete a one page, double spaced paper that describes what you will be doing the next year after High School.**
- Refer to your transcripts and explain why you selected to take the courses listed on your high school transcripts. State which ones have influenced you to select your Career Pathway.
- Explain why you are choosing your current Career Pathway. Explain why this pathway interests you.
- Determine what training or experiences you will need to be successful in your choice of career or major area of study.
- List the courses you intend to take, occupational training, or list career opportunities available to you next year.
- What part-time or full-time employment, job shadows, or apprenticeships do you plan to experience that will help to pay for or enhance your awareness of skills needed for your chosen career pathway or training.

You will insert a final edited paper in the **Employability Skills Section** of your portfolio when it is returned after grading.



Phase One - Employability Skills: Legal, Health, and Safety Issues that Affect Employment

Due **October 19, 2009**

Use the internet to look up the following:

<http://apps.leg.wa.gov/wac/>

<http://apps.leg.wa.gov/RCW/>

Look at WAC Title 296-126

Look at WAC Title 296-155

Look at RCW Title 49

Answer these questions using full sentences and at least 3 sentences per question/paragraph stating the question as part of the answer:

- What does WAC stand for?
- What does RCW stand for?
- What WAC tells you the Washington State minimum wage.
- What is the current Washington State minimum wage.
- In general terms, paraphrase what WAC Title 296-126 section is about. (1/3 Page)
- In general terms, paraphrase what WAC Title 296-155 section is about. (1/3 Page)
- In general terms, paraphrase what the entire RCW Title 49 is about. (1/3 Page)

You will insert a final edited paper in the **Employability Skills Section** of your portfolio when it is returned after grading.

“Find out what you like doing best and get someone to pay you for doing it.”

Katherine Whitehorn



Phase One - Employability Skills: Resume

Due **October 19, 2009**

The Resume (This Goes in the Portfolio.)

A resume is an important tool for you to have. It allows you to share information about yourself. Some areas that are commonly addressed are:

- Goals / Objectives
- Work Experience
- Abilities
- Interests
- References
- Education
- Voluntary Experience
- Awards
- Hobbies / Interests

The College Board (www.collegeboard.com) has some excellent tips for resume writing. The following information from The College Board may help you in writing your resume:

Before you rush out to find that perfect job or internship, you'll need to write your resume. And not just any resume, but the kind that'll separate you from all the people applying to your college of choice or eager to land that dream job. Focus on relevant information.

You can organize your resume in many different ways, but the following order is one of the most common. Use it to help you get started.

Objective – state what kind of job or internship you're looking for

Experience – describe your job history. Work references are adults you have worked for and can be relatives.

Education – just list your high school unless you've taken college courses on the side

References – Personal references must be adults that will say good things about you. They can not be relatives.

Other Skills/Information – this is where you list your computer or language skills and any associations or memberships to which you've belonged

Be sure to describe your roles and accomplishments with strong action words and key terms that will pop out at employers, usually ones that signify leadership and team roles you've had. These include words such as: **team work/player, multi-tasking, executed, organized, performed, maintained, supervised, managed, directed, developed, implemented.**

The wording of your resume is just as important as the look. You may have to write several rough drafts to come up with one that will really shine. Here are a few writing style rules to keep in mind:

- Use matching verb tenses.
- Keep all descriptions short. Descriptions should generally take up no more than three to four lines on the page.
- Full sentences are not necessary, but be consistent with punctuation.

If you have questions, check with your teacher. Resume samples are included on the following pages. Samples can also be found on the web. **You can also find a word resume format example on Mr. Wellington's web-site that can easily be downloaded and edited for your convenience. An example of that format are on the next two pages.**

“Find out what you like doing best and get someone to pay you for doing it.”
Katherine Whitehorn





Student Name

900 East Evergreen • Spokane Valley, WA 99037 • (509) 999-9999

e-mail: astudent@hotmail.com

JOB OBJECTIVE

I would like a job that has to do with sports related activities so that I can stay in shape and be able to physically active.

SKILLS SUMMARY

- Computer Applications: MS Office, Dreamweaver, Flash, Adobe Illustrator, Adobe Photoshop, Adobe Premier, and I-movie
- Power Tools: Band Saw, drills, table saw, spot welder, sheet metal tools, sanders

EDUCATION & TRAINING

Central Valley High School, 821 S. Sullivan, Spokane Valley, WA 99037

Phone number: (509) 228-5100, Graduate 2009, GPA: 0.0

RELEVANT COURSEWORK

- Introduction to Technology
- Graphic Design 1
- Computer Essentials 1

WORK EXPERIENCE

- Landscaping – Watt Landscaping - Bill Watt, 1332 S. Boonesferry., Spokane Valley, WA 99035
Phone: (509) 999-0000
- Child Care - Beth Smith, 3000 S. Wisnery, Spokane Valley, WA 99033
Phone: (509) 999-999,

SPECIAL QUALIFICATIONS

Dreamweaver	Photoshop	Drill Press
Illustrator	Flash	Oxy-Acetylene Welder
MS Word, PowerPoint, Excel	Band Saw	Table Saw

COMMUNITY SERVICE

- **Coached kids**, Central Valley High School, 821 S. Sullivan, Spokane Valley, WA 99037
Phone number: (509) 228-5100
- **Helped build a Church**, 222 N. Division, Spokane, WA 99037, Phone number: 251-4444
- **Helped at a Food Drive**, Sprague and corner of McDonald, Spokane Valley, WA 99037
Phone: (509) 444-4444

EXTRA-CURRICULAR ACTIVITIES

- Track & Field, Central Valley High School, 821 S. Sullivan, Spokane Valley, WA 99037
Phone number: (509) 228-5100
- Football, Central Valley High School, 821 S. Sullivan, Spokane Valley, WA 99037
Phone number: (509) 228-5100
- Basketball, Central Valley High School, 821 S. Sullivan, Spokane Valley, WA 99037
Phone number: (509) 228-5100
- Snow skiing, water skiing, snow boarding, ice skating, bowling, music.

AWARDS AND HONORS

- **Basketball/Football Certificate**, Central Valley High School, 821 S. Sullivan, Spokane Valley, WA 99037, Phone: (509) 228-5100
- **Best Musician Award**, Central Valley High School, 821 S. Sullivan, Spokane Valley, WA 99037
Phone: (509) 228-5100

(References upon Request)

(NOTE: The References with full addresses and phone numbers must be included on a separate page.)



Student Name

900 East Evergreen • Spokane Valley, WA 99037 • (509) 999-9999
e-mail: astudent@hotmail.com

REFERENCES

Eran Smith
14 East 5th Evergreen Street
Spokane Valley, WA 99037
Work Phone: (509) 999-9999, Home Phone: (509) 900-0000

Kim Jones,
11 South Watson Street
Spokane Valley, WA 99037
Work Phone: (509) 988-8888, Home Phone: (509) 988-1111

Darren Right
733 East 6th Bolivar Street
Spokane Valley, WA 99037
Work Phone: (509)-555-5555, Home Phone: (509) 566-6666

Example



This resume was found on www.jobsearch.about.com.

CHARLIE CROWLEY
 6693 High Street
 Nutley, New Jersey 07110
 (201) 123-4567

Job wanted: Part-time after school and weekend job

...Stockroom helper ...Grocery bagger ...Golf Caddie ...Dishwasher...Theater maintenance helper ...Arcade guide

Skills: Reliable. Willing and able to show up on time. Honest and trustworthy. Good attitude around others. Willing to help, patient with people, do my share, willing to learn.

Paid Work Experience:

1996-97 **Handyman**

Worked on Nutley rental property owned by my relatives
 ... Replaced broken wood fence.
 ... Painted inside and outside walls.
 ... Cleared out trash left by tenants.

Fall 1995 **Babysitter**

Do on-call work for parent during football games.

1995-96 **Bagger** after school, weekends, vacations

Bagged groceries at US Army Commissary, Hamburg, Germany

1995 **Woodworker and Salesman** part-time during school year

Produced wood handicrafts; sold them to teachers and other students.
 ... Increased sales by giving customers a chance to try out the merchandise and show it to others.
 ... Increased income by raising prices on popular items.
 ... Used woodworking tools to make handicrafts.

1994 **Golf Caddie**

Caddied every day during summer vacation.

Voluntary Experience in School:

Animal Care Project, Nov. 1994 to Apr. 1995

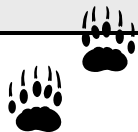
Successfully raised a pig to sell at the County Fair.
 ... Won three blue ribbons. Earned over \$200.
 ... Fed pig every day, cleaned the pen, gave the animal shots when it was sick, checked its weight weekly.

Free Enterprise Class, 1993 (Junior High)

Sold school supplies such as pencils, pens, paper, notebooks.
 Designed, built, and sold wooden plaques which were popular with teachers.

Education: Will graduate from high school in June 1997.

References: Available Upon Request. (NOTE: The References with full addresses and phone numbers must be included on a separate page.)



This resume was found on www.jobsearch.about.com

555 Main St.
Nags Head, NC 27959
Home (910) 123-4567
Cell Phone (910) 145-6784

JOHN JAMES SMITH

Objective: Research Assistant

Education: Pamlico High School Manteo, NC 1996-2000
-Graduated sixth in class of 175 students with honors in science
-GPA: 3.96
-Attending the University of North Carolina at Chapel Hill in Fall 2000

Work Experience: Intern Feb. 2000-June 2000 ACME University Manteo, NC
-Intern for Dr. Jane Doe, Chairperson of the Department of Biology and Director of the Outer Banks Ocean Researchers Assoc.
Bus Boy June 1999-Sept. 1999 ACME Restaurant Manteo, NC
-Bussed tables and set-up buffets for the ACME Restaurant
Clerk June 1998-April 1999 ACME Gift Shop Manteo, NC
-Assisted customers; operated cash register; took phone orders

Interests/Activities: Science Club Ecology Club
Boy Scouts of America
National Honor Society

Awards Received: Boy Scouts of America: Awarded Eagle Scout
Ecology Club: First Place, Environment Knowledge Competition

Volunteer: Children's Programs
ACME State Park
Various Scouting service projects

Skills: First Aid and CPR Certified
Ocean Biology Research Experience

References: Diane Johnson, Neighbor - Phone: (910) 234-5678, Cell: (509) 999-9999
123 N 1st Street, Spokane, WA 99216
Brian Rogers, Teacher - Phone: (910) 345-6789
234 N 12th Street, Spokane Valley, WA 99215
Dr. Jane Doe, Mentor - Phone: (910) 456-7890
567 N 1st Sprague, Spokane Valley, WA 99215

Phase One – Employability Skills: Job Interview QuestionsDue **October 19, 2009**

Write a minimum one page total response to the following interview questions. Use your favorite career choice selection and best choice company as the basis for answering these possible interview questions. Include the question with your answers.

(Note: you can write them as if you have completed a selected training program of choice.)

- **We had 50 people apply for this job. Why should we pick you over the other 50 people?**
- **What are your qualifications for this position?**
- **What training can you verify that would qualify you for this position?**
- **What work experience do you currently have in this area of employment?**
- **Why have you picked this company to apply for this kind of work?**
- **Where do you expect to be in five years related to this career?**
- **Is there anything else you would like to add to this interview?**

Answer these questions using full sentences and at least 3 sentences per question/paragraph stating the question as part of the answer:

You will insert a final edited paper in the **Employability Skills Section** of your portfolio when it is returned after grading.

“Find out what you like doing best and get someone to pay you for doing it.”
Katherine Whitehorn



Research Paper Requirements

1st Draft With All Sections
(For 20 points) is Due

October 19, 2009

Final Edited Version

(For full 65 points) is Due

November 16, 2009

Length: The body is five pages minimum; the paper will be typed in a readable 12-font and double-spaced. There are separate title page, abstract, and work sited sections.

Section 1: Title Page

The paper will have a title page that includes these elements:

- Name of Student
- Title of Project
- Due Date
- Advisor's Name

Section 2: Abstract - (Can be written in 1st person)

Questions to be addressed:

- Why did you choose this topic?
- What is your plan for your project?
- How will you organize your project?
- What will your visual component include?
- What will your presentation include?

Section 3: Body of Paper - (Minimum of five pages)

MUST BE WRITTEN IN 3rd PERSON

- **Introduction**
 - o This paragraph introduces the reader to the topic and what the rest of the paper will contain.
- **Body**
 - o These paragraphs contain the details about the topic such as background information and/or an explanation of the process, this is the "meat" of the paper. In addition, the use of outside sources will be evident in this section
- **Conclusion**
 - o These paragraphs are the reflective summative paragraph and states what the student has learned or how the project was a valuable experience.

**Section 4: Works Cited**

- A minimum of 3 sources are required; 1 must be a personal interview. In addition to the personal interview, students can choose any other source from the list to meet the requirement of 3 sources:
- At the student Works-sources

Books	Internet	Periodicals
CD Rom	Videotapes	Conferences
TV Shows		

 end of the paper, the must include a Cited page listing all used. It will be typed using the **MLA Format**.

Evaluation: The "Evaluation" rubric will be used to rate the research paper portion of the Culminating Project. A score of 2 in every category is required for a successful paper. If not successful, student and Advisor must determine what is necessary to reach a satisfactory rating.

Works Cited List—Overview

The works cited section lists all of the sources you have cited in your paper. It does *not* include sources you may have read but did not cite in your paper. The works cited list follows the format below.

Page Numbers and Title

- Begin your list of works cited on a new page (the next page after the text), and number each page, continuing to number from the last page of the text.
- Center the title *Works Cited* one inch from the top. Double-space everything.

Entries

- Begin each entry flush with the left margin. If the entry runs more than one line, indent additional lines five spaces.
- Double-space between all lines on the page of works cited.
- Single-space between words and after punctuation marks in a works cited entry.
- List each entry alphabetically by the author's last name. If there is no author, use the first word of the title. (Disregard A, An, The.)

Format

- The models below show you basic formats for citing books, periodicals, and on-line sources.
- For further specifics check Write for College or Writer's Inc., located in the CVHS library.

Format for a Book Entry

Author's last name, First name. Book Title. City: Publisher, date.

Format for a Periodical Entry

Author's last name, First name. "Article Name." Periodical Title date: page nos.

Format for an On-Line Entry

Author's last name, First name. "Title." Information on print version (if any). Site Title. Date posted or last updated. Sponsor. Date accessed <Electronic address>.

Note: In Web entries, if certain items are not available, go on to the next item.



Research Paper First Draft ChecklistDue **October 19, 2009**

- Locate a mentor.
 - If your mentor is from outside school, your parents must approve.
- Refer to page 30 “Research Paper Requirements” for guidance.
- Consult library databases such as News bank, SIRS, MAS, etc. for information about your chosen area of interest or the topic of your project.
 - With your parents’ permission, consult the Internet for information.
- As you locate and read your secondary sources, make sure you record the information necessary for your works-cited section.
 - Refer to “Work-Cited” in this packet or review Write for College or Writer’s Inc. located in the CVHS library.
- From the local, regional, and national network of experts in your field of study, contact and interview at least three primary sources for your works-cited.
 - Record the necessary information for citations in your journal.
- Set up a job shadow with your mentor, if appropriate.
- Prepare your works-cited section.
- Submit your works-cited section to your advisor for approval. Refer to page 31 “Works-Cited List: Overview” for guidance.
- Type your Abstract. (Answer questions. The Abstract should be written in 1st person.)
- Submit your Research Paper for your First Draft.

(Remember the Body must be written in 3rd Person)

***“To hit the mark,
aim above it.***

Anonymous

Your final paper will be evaluated using the “Research Paper Evaluation” and “Six Trait Writing Guide” to score your research paper. After your paper has had its initial evaluation, you will be required to edit and / or rewrite portion or all of your paper.

Scoring Guide for the Six Trait Writing Standards

Your Research Paper will be edited at least two times. All edits must be completed before the paper is scored for a grade.

Here are the rubrics for the Six Trait Writing Standards:

Ideas-Content

- 5 This paper is clear, focused, and interesting. It holds the reader’s attention. Relevant information enriches the central theme or idea.
- 3 This paper is clear and focused, even though the overall result may not be captivating. Support is attempted, but may be limited or obvious, insubstantial, too general, or out of balance with the main idea.
- 1 This paper lacks a central idea or purpose or forces the reader to make inferences based on sketchy details.

Organization

- 5 The organization of this paper enhances the main idea or theme. The order, or structure is effective and moves the reader through the text.
- 3 The reader can readily follow what is being said in this paper, but the overall organization may sometimes be ineffective or too obvious.
- 1 The paper’s organization is haphazard and/or disjointed. The writing lacks direction, and ideas, details, or events are strung together without a clear reason.

Voice

- 5 The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved with the text and is writing to be read.
- 3 The writer seems sincere but not fully involved in the topic. The result is pleasant, acceptable, sometimes even personable, but not compelling.
- 1 The writer seems indifferent, uninvolved, or dispassionate. As a result, the writer is flat, lifeless, stiff, or mechanical. It may also be overly technical or agonistic.





Word Choice

- 5 Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich, yet concise.
- 3 The language is quite ordinary, but it does convey the message. It is functional, even if it lacks punch. The writer often settles for what is easy or handy, producing a “generic” paper filled with familiar words and phrases.
- 1 The writer struggles with a limited vocabulary, grouping words to convey meaning. Often the language is vague or so repetitive that only the broadest, most general message comes through.

Sentence Fluency

- 5 The writer has an easy flow and rhythm when read aloud. Sentences are well constructed, with consistently strong and varied structures that make expressive oral reading easy and enjoyable.
- 3 Sentences tend to be mechanical rather than fluid. The text may lack a certain rhythm or grace, tending to be more pleasant than musical. Occasional awkward construction forces the reader to slow down or reread.
- 1 The reader has to practice quite a bit in order to give this paper a fair interpretive reading.

Conventions

- 5 The writer demonstrates an understanding of standard writing conventions such as usage, spelling, capitalization, and punctuation. Errors tend to be so few and so minor that the reader can easily skim over them.
- 3 Errors in writing conventions, while not overwhelming, begin to impair readability. While they do not block meaning, they tend to be distracting.
- 1 Numerous errors in the writing conventions distract the reader and make the text difficult to read. In fact, the severity and frequency of errors tend to be so great that the reader finds it difficult to focus on the message and must reread for meaning.

“You have to expect things of yourself before you can do them.”

Michael Jordan

Phase Two - Final: Research Paper Evaluation Rubric**Culminating Project Research Paper Evaluation**Due **November 16, 2009**

0—Does not meet standard **3—Meets the standard**
5—Exceeds the standard

Note: (-300) is given if the paper is not edited at least 2 times and is not ready for presentation.

The paper must receive a minimum of 2 in each category to pass.



<u>Area</u>	<u>Score</u>	<u>Comments</u>
<u>Title Page:</u> Includes four basic elements listed in Paper Requirements (pg. 20, Name, title, due date, teacher)	0-5	
<u>Abstract:</u> 1 page. Clearly states area of interest Answers essential questions	0-5	
<u>Body:</u> Paragraphs average at least four sentences. Give the reader the highlights of the body of the paper. Provides background information. The Body is written in 3rd Person	0-10	
<u>Conclusion:</u> Clearly summarizes what the student has done and learned and how the project was a valuable experience. The conclusion is written in 3rd Person.	0-5	
<u>Works Cited:</u> Minimum of three with at least one personal interview	0-5	
<u>Typed:</u> Typed according to guidelines.	0-5	
<i>Six Trait Writing Standards: <u>Ideas-Content</u></i>	0-5	
<u>Organization:</u>	0-5	
<u>Voice:</u>	0-5	
<u>Word Choice:</u>	0-5	
<u>Sentence Fluency:</u>	0-5	
<u>Conventions:</u> (Must be edited at least 2 times for credit)	0-5	
<u>Totals:</u> [Note: First Draft on Time: 0 or 20 points] [-300 if it is not edited and ready for the presentation]		Met Requirements Yes No Grade _____

Phase Two & Three- Portfolio: Requirements

Portfolio Requirements

First Draft Due **November 16, 2009**

Final Due **January 4, 2010**

A portfolio is a compilation of items you choose to document your achievements both in school and out-of-school. Another definition of a portfolio is “A *Visual Resume*”. If you say you can do something—show it! A portfolio provides you with an opportunity to prove you have experience in support of what’s in your resume. For example, if you say you know how to use a spreadsheet software package, include a sample in your Student Portfolio of a spreadsheet you created. If you state you have good attendance, show your report card with the absences and tardiness are highlighted, or perhaps an attendance award you were given.

As part of the Culminating Project, you will be required to present your Student Portfolio during your final presentation. Use tabs or some style of divider to identify the sections. The following sections and items are required for completion:

- **Resume**
- **Letter of Reference** (Be sure to give a copy of your resume to the person that will be writing your letter of reference. This is very helpful and courteous.)
- **Employability Skills Section**
 - Complete all of the **Discovery On Line Sessions** and include the printed summaries of each session in this section of your portfolio.
 - Complete the **Fifth Year Plan** document and include it in this section of your portfolio.
 - Complete the 2 pages in the **Legal, Health, and Safety Issues that Affect Employment** and include them in this section of your portfolio.
 - Complete the **Job Interview Questions and Responses** and include them in this section of your portfolio.
- **Academic Skills** (Skills include: communications, mathematics, science, technology, problem solving)
 - Examples include: writing samples of best work, transcripts, WASL scores, ACT/SAT/PSAT scores, projects, drawings, academic awards, samples of best class work or school projects.
- **Teamwork Skills** (Skills include: communicating, responsiveness, contributing, membership)
 - Examples may include: involvement in yearbook, Student Council, plays, clubs, band, choir, debate, DECA, involvement in community service, newspaper articles, sporting events, photographs of your involvement.
- **Personal Management Skills** (Skills include: responsibility, organization, flexibility, and career development)
 - Examples may include attendance record, timeline to complete a project, pages from your planner, exercise schedule, research on how you purchased a car.
- **Work Experience**
- **Out of School Activities**
- **Reflection Paper** (See Page 39)

The Student Portfolio must be organized in a **3-RING BINDER**. You must have a cover that is interesting, colorful, and a reflection of you. Section dividers and “Plastic sleeves” are required to store your pages and any awards, etc. you may have. **IMPORTANT!** As you are choosing your entries, there is one other important thing you need to include. Just because you know what your page represents, there’s no guarantee the reader has any clue as to what it means. Therefore, you must write a brief summary to describe the samples you’ve included in your Student Portfolio.

**Phase Three - Final Preparation of Presentation and Portfolio:
Reflection Paper****Reflection Paper**Final Due **January 4, 2010**

Complete a paper (maximum 2 pages) that reflects your Culminating Project experience this includes your research, writing of your research paper and the completion of your Student Portfolio. **The paper will be included at the end of your Student Portfolio.** Incorporate all of the information requested below. You are expected to keep your remarks civil and honest.

Answer these questions using full sentences and at least 3 sentences per question/paragraph stating the question as part of the answer:

1. What is the most important skill you have acquired while completing your Culminating Project?
2. Specifically describe how the project stretched you emotionally, intellectually and/or physically.
3. How do you think your project would compare to other similar projects by students in your grade.
Why?
4. What problems did you encounter?
5. How did you deal with the problems?
6. Are there original or creative elements in your project? Explain.
7. Did you strive to make your project the very best quality you could? Explain.
8. Would your project be a good model for students in the future? Why or why not?
9. What changes would you make to your project if you could begin again?
10. What did you learn about yourself by completing the project?

You will insert a final edited paper at the end of your portfolio when it is returned after grading.

***“The important thing is
not to stop questioning.”***

Albert Einstein



Phase Four - Presentation of Culminating Project to Panel:**Checklist for Presentation of Culminating Project**

- Meet with your advisory to determine your date, time and place for your presentation. Be sure all assignments are turned in and your portfolio is completed. Be sure to finish your 5 hours of Job Shadow/Service Learning and 75 hours of out of class time. Your portfolio, community service log, and your 75 hour log need to be completed and presented to your advisor and to your audience at the presentation.
- Determine your invitation list for your minimum of 5 people audience. Your mentor, teacher, and parent are required. You will need at least two others or more. They can be your advisor, students (if over 18), other parents or relatives, community members, others).
- Make a plan for your technology needs or set up and test them before presenting.
- Preview the “Evaluation Rubric” (Appendix page 11) prior to your presentation.
- Complete any additional requirements or recommendations following your presentation.
- Organize! Prior to the day of the presentation, call all of your invited guests. Be sure you bring your portfolio which includes your research paper and reflection paper; they will be reviewed by the audience.

***“Do not let what you cannot do interfere
with what you can do.”***

John Wooden

Central Valley High School Culminating Project 2009-2010



Appendix *Scoring Rubrics/Tables* *For the Assignments*

Instructor: Mr. Wellington - Phone: 228-5162 email: kwellington@cvsd.org

1. A Portrait of a Central Valley Student Grading Rubric
2. Goal Setting and Action Plan Grading Rubric
3. Culminating Project Proposal Grading Rubric
4. Discovery Internet Sessions Grading Rubric
5. Fifth Year Plan Grading Rubric
6. Legal, Health, Safety Issues Grading Rubric
7. Resume Grading Rubric
8. Job Interview Questions/Responses Grading Rubric
9. Research Paper Grading Rubric
10. Portfolio Grading Rubric
11. Presentation of Culminating Project Grading Rubric
12. Reflection Paper Grading Rubric
- 13.— 16. Check Off List of Project Assignments

Getting Started: A Portrait of a Central Valley Student Grading Rubric

Due **September 21, 2009**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5 <i>(5 being high)</i>	Comments
Sentences and structure are complete and without flaw. Evidence is cited and all blanks are completed.	1-2-3-4-5	
Displays introspective thinking and thoughtfulness. Summaries apply and integrate knowledge	1-2-3-4-5	
Action plans are reasonable and easily understood. Summaries use examples to demonstrate learning.	1-2-3-4-5	
Written or typed neatly	1-2-3-4-5	
Assignment Completed by due date	1-2-3-4-5	
Total points (25 possible)		
Grade		

Getting Started: - Goal Setting & Action Planning Grading Rubric

Due **September 21, 2009**

Student Name _____ ID #: _____ Date: _____

Catagory	Rating 1-5 <i>(5 being high)</i>	Comments
Personal Qualities - Information is clear and focused. Introspection is evident.	1-2-3-4-5	
Success Map - Each area is completed and demonstrates neatness and thoughtful consideration	1-2-3-4-5	
Personal Goals - Each area is completed and demonstrates neatness and thoughtful consideration	1-2-3-4-5	
Summary - Shows thoughtful analysis of progress and personal strengths and abilities. Acknowledges how the information may be applied in the future. Meets writing standards and fills all lines.	1-2-3-4-5	
Assignment Completed by due date	0-5	
Total points (25 possible)		
Grade		

Getting Started: - Culminating Project Proposal Grading Rubric

Due **September 21, 2009**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5	Comments
Defines the project concisely, stating intended outcome	1-2-3-4-5	
Learning stretch is stated Resources are identified	1-2-3-4-5	
Mentor(s) are identified - All address and phone number blanks are completed.	1-2-3-4-5	
Written or typed neatly	1-2-3-4-5	
Assignment Completed by due date	0-5	
Total points (25 possible)		
Grade		

Phase One - Employability Skills: Discovery Internet Sessions
Grading Rubric

Due **October 19, 2009**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5	Comments
Completed all inventories	0-5	
Listed all summaries	0-5	
Printed the Portfolio Report	1-5	
Summary - Shows thoughtful analysis of progress and personal strengths and abilities. Acknowledges how the information may be applied in the future.	1-5	
Assignment Completed by due date	0-5	
Total points (25 possible)		
Grade		

Phase One - Employability Skills: Fifth Year Plan Grading Rubric

Due **October 19, 2009**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5	Comments
Completed at least one page double spaced.	0-5	
Includes transcripts and refers to them.	0-5	
Lists courses, training, and/or jobs needed to enter the chosen pathway.	1-5	
Summary - Shows thoughtful analysis of progress and personal strengths and abilities and how they determined a career path. Acknowledges how the information may be applied in the future by listing future courses and employment.	1-5	
Assignment Completed by due date	0-5	
Total points (25 possible)		
Grade		

**Phase One - Employability Skills: Legal, Health, and Safety Issues
Grading Rubric**

Due **October 19, 2009**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5	Comments
Answered all 7 questions.	1-3-5	
Answers are reasonable and easily understood.	1-3-5	
Paraphrases use examples to demonstrate learning.	1-3-5	
Assignment Completed by due date	0-5	
Total points (20 possible)		
Grade		

Phase One - Employability Skills: Resume & Examples Grading Rubric

Due **October 19, 2009**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5	Comments
Resume is on one page. (References can be on a	1-2-3-4-5	
All address and phone numbers are complete.	1-2-3-4-5	
Minimum of 3 Personal References. (No Relatives)	1-2-3-4-5	
Minimum of 2 Work Experience references. (Can be relatives.)	1-2-3-4-5	
Typed neatly without spelling or grammar mistakes.	1-2-3-4-5	
Assignment Completed by due date	0-5	
Total points (30 possible)		
Grade		

**Phase One - Employability Skills: Job Interview Questions and Responses
Grading Rubric**

Due **October 19, 2009**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5	Comments
Answered all 7 questions.	1-3-5	
Sentences and structure are complete and without flaw.	1-3-5	
Displays introspective thinking and thoughtfulness. Summaries apply and integrate knowledge	1-3-5	
Assignment Completed by due date	0-5	
Total points (20 possible)		
Grade		

Phase Two - Final: Research Paper Evaluation Rubric**Culminating Project Research Paper Evaluation**Due **November 16, 2009**

0—Does not meet standard **3—Meets the standard**
5—Exceeds the standard

Note: (-300) is given if the paper is not edited at least 2 times and is not ready for presentation.

The paper must receive a minimum of 2 in each category to pass.



<u>Area</u>	<u>Score</u>	<u>Comments</u>
<u>Title Page:</u> Includes four basic elements listed in Paper Requirements (pg. 20, Name, title, due date, teacher)	0-5	
<u>Abstract:</u> 1 page. Clearly states area of interest Answers essential questions	0-5	
<u>Body:</u> Paragraphs average at least four sentences. Give the reader the highlights of the body of the paper. Provides background information. The Body is written in 3rd Person	0-10	
<u>Conclusion:</u> Clearly summarizes what the student has done and learned and how the project was a valuable experience. The conclusion is written in 3rd Person.	0-5	
<u>Works Cited:</u> Minimum of three with at least one personal interview	0-5	
<u>Typed:</u> Typed according to guidelines.	0-5	
<i>Six Trait Writing Standards: <u>Ideas-Content</u></i>	0-5	
<u>Organization:</u>	0-5	
<u>Voice:</u>	0-5	
<u>Word Choice:</u>	0-5	
<u>Sentence Fluency:</u>	0-5	
<u>Conventions:</u> (Must be edited at least 2 times for credit)	0-5	
<u>Totals:</u> [Note: First Draft on Time: 0 or 20 points] [-300 if it is not edited and ready for the presentation]		Met Requirements Yes No Grade _____

Culminating Project Demonstration/Presentation Evaluation Rubric

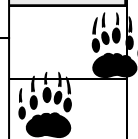
Student Name _____

Project Name _____

Advisor _____

Length of Presentation _____

The presentation must receive a minimum of 2 or 4 in each category in order to be considered satisfactory. Students will be given the opportunity to redo the presentation to meet a satisfactory standard.



Project Content	Rating 1-3/6 (3/6 high)			Additional Comments
1. Introduction:	2	4	6	
Effective and appropriate attention-getter, clear purpose, transition into the body of the presentation is smooth and concise.				
2. The Body:				
a. organized, structure easy to follow, logically connected	1	2	3	
b. main ideas well developed and supported by details, concrete examples	1	2	3	
c. includes pertinent information about project, learning experience, and application	1	2	3	
d. refers to sources and / or mentor	1	2	3	
e. language-words create impact, clear technical language, jargon does not detract, grammar and usage correct	1	2	3	
3. Conclusion:				
Summarizes, ties speech together	2	4	6	
Presentation				
1. Level of preparation	2	4	6	
2. Effective presentation skills good posture, appropriate volume/pitch/rate, varied gestures and movement, enthusiasm for subject is evident	1	2	3	
3. Audience (engagement, eye contact, use of humor, engages audience in presentation)	1	2	3	
4. Appearance (student exhibits pride in their appearance as they would for a job interview)	1	2	3	
5. 50% of presentation speaks to audience	1	2	3	
6. Student incorporates technology in presentation-- prepared in advance	1	2	3	
Question and Response				
1. Answers question with skill and confidence	1	2	3	
2. Knowledgeable and informed answers	1	2	3	
Reflective Paper	3	6	10	(Advisor grades these categories)
Portfolio Presentation	3	6	14	
Total points((0-78)				
Min. # points for successful completion is 50				Grade _____

Phase Four - Presentation of Culminating Project to Panel: Reflection Paper
Grading Rubric

Due **January 4, 2010**

Student Name _____ ID #: _____ Date: _____

Area	Rating 1-5	Comments
Answered all 10 questions.	0-5	
Sentences and structure are complete and without flaw.	0-2	
Displays introspective thinking and thoughtfulness. Summaries apply and integrate knowledge	0-3	
Total points (10 possible)		
Grade		

**#8940 RS-CULMINATING PROJECT
CHECK OFF LIST OF PROJECT ASSIGNMENTS**

STUDENT _____ # _____ ADVISOR/TEACHER Mr. Wellington

TIME LINE: **September 8, 2009 - January 29, 2010** (SEMESTER 1)

RATING CONTINUUM (DOESN'T MEET REQUIREMENT - MEETS REQUIREMENT - EXCEEDS REQUIREMENT)

1. REQUIRED MEETING ATTENDANCE

- Each Required Meeting is Worth 20 Points.
- You Must Call or E-mail if You are Not Able to Attend or Lose 20 Points for Each Meeting Missed.
- **Due: September 21, October 19, November 16, 2009, and January 4, 2010**

Rating Scale (80 points possible) 0 20 40 60 80

Total Points _____ Grade _____

GETTING STARTED

2. A PORTRAIT OF A CENTRAL VALLEY STUDENT WORKSHEETS

- Self Survey
- Summary Sheet
- **Due: September 21, 2009**

Rating Scale (25 points possible) 0 5 10 15 20 25

Total Points _____ Grade _____

3. GOAL SETTING AND ACTION PLANNING WORKSHEETS

- Personal Qualities
- Success Map
- Personal Goals
- Summary Sheet
- **Due: September 21, 2009**

Rating Scale (25 points possible) 0 5 10 15 20 25

Total Points _____ Grade _____

4. CULMINATING PROJECT PROPOSAL

- Complete Proposal Without Leaving Blanks
- **Due: September 21, 2009**

Rating Scale (25 points possible) 0 5 10 15 20 25

Total Points _____ Grade _____

PHASE ONE - EMPLOYABILITY SKILLS

5. DISCOVERY INTERNET SESSIONS

- Complete the Discovery On Line Program
- Print all Summary Reports for each Tab on the Program Menu.
- These are to be included in your Portfolio

• **Due: October 19, 2009**

Rating Scale (25 points possible) 1 5 10 15 20 25

Total Points _____ Grade _____

6. FIFTH YEAR PLAN

- Using your transcripts and referring to your Discovery Portfolio interest surveys, **complete a one page, double spaced paper that describes what you will be doing the next year after High School.**
- Refer to your transcripts and explain why you selected to take the courses listed on your high school transcripts. State which ones have influenced you to select your Career Pathway.
- Explain why you are choosing your current Career Pathway. Explain why this pathway interests you.
- Determine what training or experiences you will need to be successful in your choice of career or major area of study.
- List the courses you intend to take, occupational training, or list career opportunities available to you next year.
- What part-time or full-time employment, job shadows, or apprenticeships do you plan to experience to pay for or enhance your awareness of skills needed for your chosen career pathway or training.
- Include This in Your Portfolio

• **Due: October 19, 2009**

Rating Scale (25 points possible) 0 5 10 15 20 25

Total Points _____ Grade _____

7. LEGAL, HEALTH, AND SAFETY ISSUES

- Look up the Answers on the Internet
- Type the Questions and Answer the Questions Listed on Page 24.
- Include This in Your Portfolio

• **Due: October 19, 2009**

Rating Scale (20 points possible) 0 5 10 15 20

Total Points _____ Grade _____

8. RESUME

- Complete a Resume for Your Portfolio
- This document Must Include 3 References with Addresses and Phone Number that are Adults and **NOT Relatives.**
- This Document Must Include at Least One Work Address with Phone Number, Address, and Supervisor Name. (Note: The supervisor can be a relative.)

• **Due: October 19, 2009**

Rating Scale (30 points possible) 0 5 10 15 20 25 30

Total Points _____ Grade _____

9. JOB INTERVIEW QUESTIONS

- Type the Questions and Answer the Questions Listed on Page 29.
- Include this in your Portfolio

Due: October 19, 2009

Rating Scale (20 points possible) 0 5 10 15 20

Total Points _____ Grade _____

PHASE ONE - CONTINUED

10. PHASE I: RESEARCH PAPER FIRST DRAFT / CHECKLIST

- Make Contact with Your Mentor
- Familiarize Yourself with Informational Databases
- Familiarize Yourself with the Correct "Works-Cited" Process Using MLA Format
- Submit First Draft Complete with Title Page, Abstract, Body and Works Cited for Evaluation
- **Due: October 19, 2009**

Rating Scale (20 points possible) 0 20

Total points _____ Grade _____

PHASE TWO - FINAL VERSION OF RESEARCH PAPER

11. RESEARCH PAPER FINAL

- Submit Complete Final Draft (With All Corrections Fixed)
- Check Journal Documentation
- **Due: November 16, 2009**
- **Note: Last Day to Turn This In With Corrections FOR ABOVE 39 CREDIT POINTS is December 11th**

Rating Scale (65 points possible) 0 39 40 50 60 65

Total points _____ Grade _____ Must Be Included for Course Credit. (-300 if not completed.)

- PORTFOLIO FIRST DRAFT

PHASE THREE - FINAL VERSION OF PORTFOLIO and Preparation of Presentation and Portfolio

12. PORTFOLIO

Twelve (12) Mandatory Requirements (Presented in a 3 Ring Binder with Plastic Page Covers and Section Dividers.)

- Resume
- Letter of Reference
- Employability Skills – Your Discovery on Line Summaries, Your Legal, Health, and Safety Issues Paper, and Your Job Interview Questions Paper.
- Academic Skills - Including Examples of being able to use Communications, Mathematics, Science, Technology, and Problem Solving such as:
 - ◆ Writing Samples of Best Works
 - ◆ Transcripts, WASL Scores, ACT/SAT/PSAT Scores
 - ◆ Projects, Drawings, Academic Awards, Athletic Awards, and any Extra Curricular Awards.
 - ◆ Samples of Best Class Work, School Projects, or Other Projects.
- Teamwork Skills Including Communicating, Responsiveness, Contributing, or Memberships.
- Personal Management Skills Including Responsibility, Organization, Flexibility, and Career Development
- Work Experience
- Out of School Activities
- Reflection Paper
- Research Paper (Required to Pass the Class)
- Job Shadow/Service Learning Worksheet (Required to Pass the Class)
- 75 Hour Log (Required to Pass the Class)
- **Due: January 4, 2010. Any missing items must be included At the time of Presentation. (January 5-22, 2010)**

Rating Scale (52 points possible) 0 32 35 40 52

Total points _____ Grade _____ Must Be Totally Complete and Worth A Passing Grade for Course Credit. (-300 if not completed.)

PHASE THREE - CONTINUED

13. PHASE IV: PRESENTATION OF CULMINATING PROJECT - REFLECTION PAPER

- Type a Paper that Includes the Ten (10) Questions on Page 38 and Answer all of them.
- Two (2) Pages Maximum. First Draft is due **(January 4, 2010)**
- **Due: Final Paper Is Due At the time of Presentation (January 5-22, 2010)**

Rating Scale (10 points possible) 0 10

Total Points _____ Grade _____

(-300 if not completed.)

PHASE FOUR - PRESENTATION OF CULMINATING PROJECT TO PANEL

14. COMPLETED JOURNAL INCLUDING A MINIMUM OF 75 DOCUMENTED HOURS

Must Be Included for Course Credit

(-300 if not completed.)

15. PRESENTATION OF CULMINATING PROJECT - JOB SHADOW/SERVICE LEARNING PROJECT

- Five (5) Hours **Required**
- Forms Completed (Job Shadow/Service Learning and Log sheets) in Portfolio. (See Pages 11 & 12)
- **Due: At the time of Presentation. (January 5-22, 2010)**

Must Be Included for Course Credit.

(-300 if not completed.)

16. PRESENTATION OF CULMINATING PROJECT - CHECKLIST

- Set a Presentation Date with Mr. Wellington
- Determine Presentation Member Invitation List with Mr. Wellington – Five Adults Minimum including a Parent, your Mentor, a Teacher and Two other People of Choice.
- Plans made for Time, Date, Room, and any Technology to be used.
- Display and turn in your Completed Portfolio. Be sure to include your Reflection and Research Papers.
- Turn in your completed Journal and Service Learning Documentation.
- Deliver a Prepared 8 to 10 minute Presentation to your Invited Guests using Technology and Examples Demonstrating your Project. Answer any Questions asked by the Committee about your Subject or Portfolio.
- **Due: At the time of Presentation. (January 5-22, 2010)**

Rating Scale (78 points possible) 0 47 50 60 70 78

Total Points _____ Grade _____

Must Be A Passing Grade for Course Credit.

(-300 if not completed.)

FINAL POINTS EARNED _____

FINAL GRADE _____

500 TOTAL POINTS

470-500 = A 94-100%

450-469 = A- 90-93%

435-449 = B+ 87-89%

420-434 = B 84-86%

400-419 = B- 80-83%

385-399 = C+ 77-79%

370-384 = C 74-76%

350-369 = C- 70-73%

335-349 = D+ 67-69%

300-334 = D 60-68%

299 and below = Project Failure

No Journal or Service Learning = Project Failure

No Passing Grade for Portfolio = Project Failure

No Passing Grade for Presentation = Project Failure