

The purpose of Nathan Hale High School is to ensure that ALL students will become honorable, thinking, skillful citizens.

Nathan Hale High School Culminating Project 2007-2008



NOTE – A clearer, printable PDF version of this original document is [available here](#). The page you are reading now did not render well into html and is placed here only for those who cannot access the PDF document.

The purpose of the culminating project is help you

- Demonstrate your growth and learning through your High School experience
- Connect your High School learning to your future goals and plans

There are two components to the culminating project:

- You will participate in a job shadow, an internship, or another experience whereby you apply and deepen your skills as a learner. You will need to document **20 hours** of work toward your project. *This can be combined with service learning if your experience involves creating a product, service, or event that benefits the community or the school.* (see attached examples).
- You will choose three pieces of work from your classes of choice and create a portfolio that shows your growth as a learner.

Note: Your job shadow/internship should not be with a family member or friend.

- To document your work, you will write **three** things:
 - a) a culminating project paper (due on January 18, 2008),
 - b) **3** journal entries in which you record and reflect on your experiences at the beginning, in the middle, and at the end of your project (due on April 11, 2008), and
 - c) a portfolio reflection (also due on April 11, 2008).

- To demonstrate mastery, you will present your work in a final exhibition (scheduled in May, 2008).
- You will also submit a culminating project log document 20 authentic hours of work.

The Culminating Project Paper

Due January 18, 2008

The goal of the Culminating Project Paper is to help you outline the concept of your project and serve as a guide and outline of your planning. Your responses to the areas below need to be detailed and specific. **Your paper will be completed and turned in to your mentor teacher by January 18, 2008.**

➤ In a two - three page typed paper, write a short paragraph for each of the following items:

- **Culminating Project Title-**
 - Provide a short, descriptive title for your project.
- **Culminating Project Overview-**
 - Summarize your idea for a Culminating Project.
 - What is it you want to accomplish with your project?
 - How will you know your project benefits or connects with the community?
 - How will your project assist you in becoming an honorable, skillful, thinking citizen?
- **Prior Knowledge-**
 - What do you already know about your chosen area of study?
 - How does this project match or expand upon a passion or interest you have?
 - What are some relevant skills and experiences you bring to this project?
 - What skills have you learned at school that will support you with your project?
- **Expected Outcomes-**
 - What do you expect to learn?
 - What do you want to learn?
 - What do you expect to discover about yourself as a learner from working on this project?
 - How might completion of the project benefit your future?
 - What do you want to accomplish through your project?
- **Research Focus-**
 - What resources do you intend to find to help guide you through your project? **You need to include a minimum of THREE documented resources** in your proposal. Citations should be in MLA style.
 - What evidence will you collect?
 - From what viewpoint or perspective will you be using to guide you through your project?
- **Presentation -**
 - Describe your vision of your final project presentation (performance?, technology component?, speech? etc).
 - How will you know the members of the panel you are presenting to understand and learn from your project?
 - What is your vision for “beyond high school?” How will your project help you to work toward your goals?
 - What other materials will you submit as evidence of your work and progress on the project?

You may begin your work on your project now, and use the project paper to outline and synthesize your work. Talk to your mentorship teacher to make sure proposal will be approved!

Student Signature: _____

Parent/Guardian Signature: _____

Mentor Teacher Comments and Feedback:

Portfolio Reflection and Project Journal

Due April 11, 2008

The Portfolio Reflection:

Explain why you've chosen these pieces for your portfolio by answering the following questions:

- How do these pieces demonstrate who I am as a learner?
- What learning challenge did I face as I entered high school?
- How did I overcome my learning challenges?
- How does my portfolio work reflect my learning this year through the culminating project experience?
- How will my learning help me in my future plans, beyond High School?
- What are my future plans?
- How do I use the five **habits of mind** in my portfolio work? (Evidence, Viewpoint, Relevance, Supposition, and Connection)

The Project Journal:

You will complete **three reflections** as part of your work on your culminating project (a product, service, system, event, or participation in an internship or job shadow that deepens your skills and/or benefits or connects with the community).

Specifically, reflect on the following questions:

- How does this project and my work on it demonstrate who I am as a learner?
- How is this project important to me or to my community?
- How have I developed or applied the five habits of mind through the culminating project experience?

These reflections will be completed at the **beginning, midpoint, and end** of culminating project process.

Journal reflections will also serve as part of your log for your culminating project work. The expectations for the format and content of each reflection are outlined below:

Requirements

Each project journal shall include:
- Statement of goal and purpose of the project

documentation of 20 authentic hours of work on the project; this may include service learning hours if the project has an impact on community or school.

clear and organized log of activities done (including: dates, time spent, a description of the tasks/activities worked on, and the total hours completed)

the reflections on your growth as a learner contextualized by the Five Habits of Mind. Reflections provide you the opportunity to share what you have learned or are getting out of the process, and how the project is progressing. The reflection component should include a self-assessment of your activities and work (i.e. a descriptions of setbacks, frustrations, learning moments, epiphanies, the student has ex

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Reflection 1: The beginning

This reflection should include thoughts, feelings, and reflections related to the planning and initial work done to structure the project. The reflection should speak to how you think this project will demonstrate your depth of learning. You should predict how this project will be completed and actions. The following questions, related to the Five Habits of Mind, should also be considered as you choose your project.

- **VIEWPOINT:** What viewpoint(s)/perspective(s) are you considering and/or serving when thinking about the purpose of your culminating project?
- **EVIDENCE:** What evidence has directed you in forming ideas about your project? What are the needs you are trying to address? How have you demonstrated your presence as a learner?
- **RELEVANCE:** How do you know that this is an important task to be undertaken? Why does what you are doing matter? Why and how does this project attend to your learning goals?
- **CONNECTION:** How is your project intended to meet the needs of the community you are serving? In what ways are you connecting with the person/community/organization that you are working? How will this project demonstrate who you are as a learner?
- **SUPPOSITION:** What if things do not go as planned? What alternative route could you take in your work to serve the community?

Reflection 2: Midway

This reflection should include your thoughts, feelings, and reflections related to the progress made thus far in the culminating project process. The reflection should speak to your growth and learning through the culminating project process.

The midway point provides a great opportunity for you to make sure you are on track in the culminating project process. In late April, your mentorship teacher will go over your time logs, journal, and reflections that have been completed up to this point.

Reflection 3: Final thoughts

This reflection should include your thoughts, feelings, and reflections related to your completed culminating project. As this is the final reflection, you should be given to HOW you have grown as a learner through this experience with their culminating project, and WHAT demonstrates your growth. The following questions, related to the Five Habits of Mind, may be helpful to consider as you reflect on the completion of your culminating project.

- **VIEWPOINT:** How has this project affected your personal viewpoint? If another person was reporting on your culminating project, what would they say?
- **EVIDENCE:** How has this project demonstrated who you are as a learner and/or your growth as a learner? How do you know?
- **RELEVANCE:** What has your culminating project meant to you? What has it meant to the person/community/organization you are working with? What do you remember about your experience five years from now?
- **CONNECTION:** How is your culminating project experience related to your growth as a learner? In what ways does your project demonstrate your academic learning you have done?
- **SUPPOSITION:** If things could have gone differently, what might you change? What would you leave the same? If you had not completed your culminating project, how would you be different as a learner and/or as a person?

Twelfth-Grade Senior Exit Exhibition

May 2008

The overall questions to be answered are:

- How has growth occurred for me over the past four years?
- How am I prepared to achieve my goals after High School?
- The exhibition will start with an introduction by the student. The introduction will include a summary of the student's classroom work pieces and answer the question, "How do all of these pieces demonstrate who I am as a learner?"

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- The student will also explain what impact their job shadow, internship, or their creation of a product, service, system, or event that benefits the community had on their growth during their senior year.
- How does this direct me for my plans next year, after high school?
- The students will submit four questions that s/he is willing to answer.
- Staff will have a pool of seven questions to ask.
- The panel will ask a minimum of five questions:

2 from the student’s submissions
 2 from the staff’s submissions
 1 from the parent

Nathan Hale High School Culminating Project Timeline

The purpose of the culminating project is help our Seniors a) reflect on and demonstrate their growth and learning through the High School experience, and b) imagine and articulate how they will use their learning in the years to come.

Culminating Project Proposal

Dates	Mentorship Activities
November 7-8	<ul style="list-style-type: none"> ○ Review Culminating Project with students and answer any questions ○ Read service learning article with your students
November 14 -15	<ul style="list-style-type: none"> ○ Review the list of past projects with your students ○ Brainstorm and share potential projects/ideas
November 28 -29	<ul style="list-style-type: none"> ○ Students work on the project overview ○ Interventions for students who are behind
December 5-6	<ul style="list-style-type: none"> ○ Students work on the prior knowledge ○ Interventions for students who are behind
December 12-13	<ul style="list-style-type: none"> ○ Students begin research focus ○ Interventions for students who are behind
December 19-20	<ul style="list-style-type: none"> ○ Students work on expected outcomes ○ Interventions for students who are behind

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January 9-10	<ul style="list-style-type: none"> ○ Students visualize and work on the final presentation ○ Interventions for students who are behind
January 16-17	<ul style="list-style-type: none"> ○ Finalize proposal and put it all together
January 18	<ul style="list-style-type: none"> ○ All proposals due to mentorship teachers

Culminating Project Check-Ins

Dates	Mentorship Activities
February 13-14	<ul style="list-style-type: none"> ○ Specific check-in with each student (rubric to follow)
February 27-28	<ul style="list-style-type: none"> ○ Specific check-in with each student (rubric to follow) ○ First journal reflection due ○ Interventions for students who are behind
March 12-13	<ul style="list-style-type: none"> ○ Specific check-in with each student (rubric to follow) ○ Interventions for students who are behind
March 26-27	<ul style="list-style-type: none"> ○ Specific check-in with each student (rubric to follow) ○ Second journal reflection due ○ Interventions for students who are behind
April 9-10	<ul style="list-style-type: none"> ○ Final work days and check-ins ○ Interventions for students who are behind
April 11	<ul style="list-style-type: none"> ○ Journal and final product due
April 16 -17	<ul style="list-style-type: none"> ○ Students rehearse presentations
April 23-24	<ul style="list-style-type: none"> ○ Students rehearse presentations
May 7-8	<ul style="list-style-type: none"> ○ Presentations to mentorships (9-11)
May ?????	<ul style="list-style-type: none"> ○ Presentations