

**Ferndale Area School District  
Graduation Project  
Class of 2012**

# **FERNDALE AREA HIGH SCHOOL CULMINATING GRADUATION PROJECT**

## **Mission Statement**

To meet the requirements of the Pennsylvania Department of Education Chapter Four Regulations, the Ferndale Area School District and Ferndale Area High School have implemented a Graduation Project. This project requires the interaction of the students, staff, and administration. The administration and faculty are genuinely committed to a process that facilitates the successful completion of the graduation requirement. The Graduation Project is an involved process that begins with integrated skill building within the curriculum starting in ninth grade. The project will be extensive in nature and will focus on a dynamic process requiring the total effort of the student and the guidance of the faculty and administration. The project will be performance based, adhering to the definition of achievement set forth by the National School Boards Association.

## **Goal**

Our goal is to challenge students to become life-long learners, responsible citizens, and productive members of their communities. In the graduation project, students will demonstrate competencies in oral and written communication, information-gathering/research skills, and technology utilization. The purpose of the project is to ensure that students are able to apply, analyze, synthesize, and evaluate information, and then communicate significant knowledge and understanding.

## **Form**

The graduation project will focus on the definition of achievement set forth by the National School Boards Association which maintains that students preparing to graduate from high school should show proficiency in the following goal areas:

1. Academic achievement reaching beyond what a state test or other standardized tests currently measure (e.g. higher order thinking skills, intellectual curiosity, and creativity.)
2. Job skills and preparation
3. Citizenship (e.g. volunteerism, community service, abiding by the laws.)
4. Appreciation of the arts
5. Development of character and values (e.g. integrity, responsibility, courtesy, patriotism, and a work ethic.)

## **Expectations**

The Ferndale Area High School curriculum will be utilized to help students achieve their graduation project goals. Students will demonstrate proficiency in the goal areas through the successful completion of separate “mini-projects” for each goal area. Faculty and administration will serve as advisors to the seniors as they complete their projects.

## **Student Responsibilities**

1. Select a topic related to career choice
2. Manage time
3. Complete Project Proposal form
4. Submit preliminary Project description to advisor before second scheduled advisor/advisee meeting —Proposal
5. Maintain time log—working journal
6. Conduct all research/information gathering to support the Project and/or other work
7. Identify and contact resource people/material
8. Select presentation time and date
9. Submit a completed, typed Proposal, a culturally related event Essay, and Reflection to the advisor using current technology and conforming to guidelines provided
10. Deliver an oral presentation according to the guidelines provided with visual aids
11. Complete and submit all forms and work on designated dates

**NOTE TO THE STUDENT:** Check written and oral presentation assessment forms included in the packet before beginning the Project. They will provide direction and focus and inform you of criteria for satisfactory completion of the Project.

## **Advisor Responsibilities:**

1. Provide guidance in identifying a career topic, developing a proposal, and adhering to a time line
2. Keep a file folder for each student advising (the file folder may include the optional activity log and all documents related to the Graduation Project)
3. Review student's project, written proposal and reflection, and readiness to present the project orally
4. Notify guidance counselor, administration, student, and parent/guardian if progress is a work in progress (this will also be printed on quarterly report card with Satisfactory/Work in Progress)
5. Assess the written and oral presentation using the criteria for grading the project provided in the packet
6. Complete Project Proposal form, Criteria for Evaluation form, and the Project Assessment Form, and
  - a. Submit original copy to Guidance
  - b. Retain copy in student file
  - c. Issue copy to student
7. Award the file folder to the student upon satisfactory completion of the graduation project

## **Goal Area Projects**

1. Academic Achievement reaching beyond what a state test or other standardized tests currently measure

Project: "Written and Oral Presentation of Project"

Students will be provided a list of career related “Types of Culminating Projects” to choose from. The list will provide examples and a student is not limited to those ideas. Advisor approval of specific topic is required. The student will write a Proposal, complete a 5-10 minute Presentation on the project, and write a Reflection on the project. The criterion for each is outlined in the packet.

This project will begin in the first marking period and be completed by May 18<sup>th</sup> of the graduating year.

2. Job skills and preparation

Project: “Job Shadowing”

Students will participate in a job shadowing experience in a career field of interest. Each student will complete pre- and post-shadowing activities designed to prepare them for their on-field experience, as well as to provide an opportunity for self-reflection. Students will also complete cover letter, thank you letter, and resume activities.

This project will be completed by the end of the third marking period.

3. Citizenship/Development of character and values

Project: “Community Service”

Students will complete thirty-two (32) hours of community service. Several opportunities will be made available to students through the school district; however, students will also be able to coordinate their own activities outside of the school district (e.g. scouts, churches, etc.). Activities scheduled outside of the district will require prior approval from the administration, as well as proof of participation from a coordinating adult.

Community service hours can be completed throughout the school year and may be started the summer prior to the senior year, but must be fully submitted by May 18<sup>th</sup> of the graduating year.

4. Accelerated Reader requirements

Project: “Accelerated Reader Points”

Students are required to complete 15 points in Independent Reading (Accelerated Reader) every quarter of every year between the grades of 7 and 12 unless otherwise agreed upon by staff, administration and student. Accelerated Reader points will be tallied and graded via the English Department and will be incorporated into the student’s English grade. The Class of 2012 will be required to obtain a total of 75 (37.5 for GJCTC students) AR points between ninth through twelfth grade, unless otherwise noted by staff.

5. Appreciation of the arts

Project: “Cultural Event”

Students will visit a museum or attend a musical or theatrical performance. They will complete a reaction piece following their attendance, which will be assessed with an appropriate rubric.

This project must be completed by May 18<sup>th</sup> of the graduating year.

ACADEMIC  
ACHIEVEMENT  
REACHING BEYOND  
WHAT A STATE TEST  
OR OTHER  
STANDARDIZED TEST  
CURRENTLY  
MEASURES

## **SAMPLES, TYPES, AND IDEAS OF CAREER RELATED PROJECTS**

The following is a list of topics and ideas that should be considered as examples only. Advisor approval of specific career related project topic is required.

1. Agriculture/Horticulture
  - a. Develop a soil management plan for an area
  - b. Plan and maintain small animal genetic project
  - c. Develop a management plan for a livestock enterprise
  - d. Conduct an experiment with various growth regulators on plants in a greenhouse
  - e. Develop a system for using tissue culture to grow a crop in a greenhouse
  - f. Research the development of floral design and the effects of ethnicity on American designs
  - g. Explore the traditions, meaning, and culture associated with Japanese floral designs
  - h. Develop a landscape design for a community building or sight of cultural interest
  - i. Develop a plan for beginning an agriculture/horticulture business
  - j. Complete an internship in an agriculture/horticulture business
  - k. Plan, develop, and market a food science project
  - l. Design and implement a wildlife habit plan
  - m. Design and construct an agriculture mechanics project
  - n. Analyze and monitor an aquatic area
  
2. Arts/Music
  - a. Research the historical patterns of art forms
  - b. Design and construct garments and organize a complete fashion show
  - c. Create a detailed poster and explain its meaning and relevance in detail
  - d. Analyze the use and advantages of art in society
  - e. Develop a theory which explains the reason for the Renaissance Age, Baroque, Romanticism, Realism, Impressionism, and/or Modern Age
  - f. Experimentally determine the best products to be used in building a room for the best acoustics
  - g. Write and perform an original piece of music
  
3. Biology
  - a. Investigate the landfill's impact on the environment
  - b. Design an environmentally protective factory
  - c. Create a model of a fictitious animal and explain how it survives in its environment
  - d. Analyze the changes in the way humans treat the earth when compared to past civilizations
  - e. Develop or refute a theory which would lead to a conclusion of evolutionary principles
  - f. Develop a model describing global warming
  - g. Design a plan for preventing global warming
  - h. Study a species at the zoo and conduct research on the evolution of that species
  
4. Business
  - a. Internship a business firm in an entry level or high school position
  - b. Research and shadow a business occupation

- c. Design accounting records for a specific business
  - d. Design a brochure for an organization employing Desktop Publishing Skills
  - e. Develop a plan (prospectus) for a new business
  - f. Research and compare various computer systems and evaluate their effectiveness in an office environment
  - g. Volunteer time to perform clerical duties for a charitable organization
  - h. Design and implement an advertising campaign for a product
  - i. Design, plan, operate, and manage a school store
5. Chemistry
- a. Investigate the development of the periodic table
  - b. Design an experiment to show how chemical reactions relate to the periodical table
  - c. Create an extension of the periodic table based on facts of known standards
  - d. Analyze and prove a given theory
  - e. Develop a theory to prove occurrence in chemical reactions
6. Computer and Information Science
- a. Build a useful and workable database
  - b. Organize and build research oriented web page
  - c. Design and maintain an extensive web site on the Internet
  - d. Design and build a robot which can be used for a specific industry task
7. Foreign Languages
- a. Write and implement a lesson plan for elementary school
  - b. Cultural display (hands-on) for learning support
  - c. Create travel brochure
  - d. Cultural analysis of historical figure, including foreign language vocabulary
  - e. Research and demonstrate how foreign language relates or is used in the business world
  - f. Research and explain the pros and cons of immigration laws
  - g. Investigate the role of bilingual schools in the United States
  - h. Investigate and explain how NAFTA is viewed in United States/Latin American/Canadian politics
  - i. Compare and contrast early Latin American Indian tribes
  - j. Investigate language schools run by the military
  - k. Investigate Spanish/French-speaking country, including customs, cultures, economics, politics, etc.
8. Literature and Language
- a. Explore the contributions of authors, i.e., Edgar Allan Poe, John Steinbeck, Stephen Crane, Mark Twain, Charles Dickens, etc.
  - b. Develop a project around a Shakespearean theme—costumes, staging, historical connections or re-enactments
  - c. Research papers on any approved aspect of American Literature, World Literature, or British Literature
  - d. Analyze and compare or contrast two works of literature
  - e. Create and perform an original script
  - f. Compare and study some aspect of language
  - g. Write an original story using one of the genres of literature

9. Mathematics
  - a. Investigate the early knowledge and uses of a number system
  - b. Design a chart which would show numerical relations
  - c. Show an illustration of a mathematic equation to prove occurrences in nature
  - d. Analyze the changes in the significance of the use of numbers in our society
  - e. Develop a new way to prove a mathematical theorem
  - f. Develop a statistical application by collecting data relative to school and/or community
  - g. Develop a meaningful computer generated project (i.e., game, animation, statistical analysis of collected data)
  
10. Physics
  - a. Investigate theories behind Bernoulli's Principle
  - b. Design a frame for a car which would be less wind resistant
  - c. Create a model to describe a physics principle
  - d. Analyze the changes or discoveries in physics over the past 500 years
  - e. Develop and prove a new theory
  
11. Wellness
  - a. Research the effects of drugs on the human body
  - b. Design exercise equipment to improve health/playground area
  - c. Create a new sport to be played by children
  - d. Analyze the effects of wellness
  - e. Develop a plan to make people become more wellness conscious
  - f. Design and perform a sport or dance presentation
  - g. Develop and run a sports clinic for middle or elementary school students
  - h. Research and critique dietary guidelines of a local health care facility
  
12. Social Sciences
  - a. History
    - i. Research a significant battle of any major war in history, such as the Roman Wars, the Crusades, the Hundred Years War, the Napoleonic Wars, the Civil Wars, and/or the wars of the Twentieth Century
    - ii. Design a tool or piece of machinery which may have been used by the Egyptians
    - iii. Create a model of the Wright Brothers first successful plane
    - iv. Analyze the progression of the styles of warfare
    - v. Develop a theory to prove or disprove the unknowns of the John F. Kennedy assassination or any other high profile assassination
    - vi. Research family genealogy
    - vii. Analyze development of the technology of metals or the evolution of a tool
    - viii. Research local history
  - b. Foreign and Domestic Relations
    - i. Research the differences and similarities of two cultures

- ii. Design a portfolio describing the separate cultures of the world (i.e. Egyptians, Romans, Middle Ages, Renaissance, Scientific Age, and/or Modern Technological Age)
    - iii. Create a plan to promote peace in the inner cities
    - iv. Analyze the effects of the world market over the past 50 years
    - v. Develop reasoning which would defend and promote democracy
  - c. Law and Politics
    - i. Research the present day courts and describe the positions for reform
    - ii. Design a newsletter to contribute to a current issue
    - iii. Create a new political party to reflect your views
    - iv. Analyze two opposing political groups and their impact on society
    - v. Develop a complete mock trial with presentation
    - vi. Develop a plan with the class sponsors to help with class officers' election from the nomination stage through the voting procedure and vote count
  - d. Psychology
    - i. Research the importance of the study of "Baby Albert"
    - ii. Design an experiment to determine a person's state of mind
    - iii. Create a model to show the thought patterns of the brain
    - iv. Analyze the impact of psychological advances in medicine
    - v. Research the contributions of the most important names in psychology—Sigmund Freud, Carl Jung, etc.
- 13. Career and Technical Program Options
  - a. Design a project within the vocational-technical program from blueprint design through construction
  - b. Investigate the history and predict the future of your vocational-technical area
- 14. Community
  - a. Research personal family tree and link your family to events in United States history
  - b. Design and perform a service project with local community
  - c. Create videos for a public service announcement
  - d. Analyze the school district's population and its effect on the community's environment
  - e. Develop an inter-generational project
  - f. Create a game which is designed to help students learn concepts
  - g. Plan and design a historically accurate renovation of a run-down building in the local community
  - h. Plan and design an efficient day care center
  - i. Plan and design a recreational area/park
  - j. Organize a fundraiser for a local hospital
  - k. Implement a community youth program
  - l. Design and publish a newsletter/brochure for a local company or the school
  - m. Design a set for a local theatre
- 15. Internships
  - a. Intern in a business firm at an entry level or higher position
  - b. Intern with an elementary teacher/subject area teacher

- c. Intern in a health related career
  - d. Intern with a government or private industry
  - e. Intern with a newspaper or publishing entity
  - f. Intern with a designing firm/local theater/art association
  - g. Intern at a day care center
  - h. Apprentice with a seamstress or tailor
  - i. Other approved internships
16. Entrepreneur Projects
- a. Set up small business and keep all records and accounts
  - b. Student contracted project
  - c. Form company and design, develop and produce a product
  - d. Organize fundraiser for a service organization
  - e. Establish catering business
  - f. Establish coffee shop
  - g. Create and increase an investment portfolio
  - h. Invent and market a new product or service
  - i. Research the opening of a new business
  - j. Plan a public relations campaign for a state legislator

NOTE: These are some of the possibilities for the Graduation Project. This list should not be considered all inclusive.



4. What knowledge and/or skills do you expect to have learned upon completion of this project?

5. Why did you decide on this project topic or why is it important to you?

6. How does this project relate to your career exploration/career pathway?

7. What are the major steps that you think you might take to complete this project?

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

This form must be submitted, in a typed format, to your advisor by the second meeting and will be placed in your Graduation Project file folder.

\_\_\_\_\_ Advisor Approves

\_\_\_\_\_ Advisor Disapproves

Advisor's Reservations/Suggestions about this Project:

## CAREER RELATED PROJECT PROPOSAL

Your proposal is to meet these guidelines:

1. Typed, Double Spaced
2. Font Size 12, Times New Roman
3. One inch (1”) top, bottom, left, and right margins
4. At top—single spaced—Name, Project Title, Advisor’s Name (two spaces after heading)
5. Explain in detail what the project is and why you chose it
6. Explain how you plan to complete the project
7. Tell what new knowledge you expect to gain upon completion of this project
8. Include an introduction and conclusion
9. Explain what steps you will take to complete the project; include resources and materials you will use
10. The proposal is to be submitted to your advisor by the second scheduled meeting

### PROJECT

The project is to meet these guidelines:

1. Be completed in its entirety
2. Is the responsibility of the student
3. Have a clear goal and objective
4. Be approved by the advisor

### ORAL PRESENTATION

The oral presentation is to meet these guidelines:

1. Should tell what your project is
2. Explain how you did your project
3. Explain what you learned
4. Be 5-10 minutes in length
5. Should have an introduction and conclusion
6. Include audio and/or visual aids
7. May be completed using note cards

### SELF-REFLECTION ESSAY

The self-reflection essay is to meet these guidelines:

1. Typed, 1-page essay
2. Double Spaced, Font Size 12, Times New Roman
3. One inch (1”) top, bottom, left, and right margins
4. At top—single spaced—Name, Project Title, Advisor’s Name (two spaces after heading)
5. Explain what knowledge, skills, or abilities you have gained as a result of your project
6. Explain what you consider to be a major strength of your project
7. Explain what one thing you would do different now that you are done
8. Tell what part of the project proved to be the most difficult for you
9. Explain how in the future you might apply what you have learned

## CULTURAL EVENT

The cultural event essay is to meet these guidelines:

1. Typed, 1-page essay
2. Double Spaced, Font Size 12, Times New Roman
3. One inch (1”) top, bottom, left, and right margins
4. At top—single spaced—Name, Project Title, Advisor’s Name (two spaces after heading)
5. Write a one-page essay in which you
6. Describe the cultural event that you had attended and the impact that it had on you.
7. Explain why it impacted you and what you learned from it.

CRITERIA FOR PROJECT EVALUATION

Name \_\_\_\_\_

Homeroom \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Project Title \_\_\_\_\_

**Excellent**

- Project shows clear purpose, distinct focus
- Project shows fully developed ideas and supporting details
- Project shows precise use of oral and written language (i.e. Mechanics, usage, sentence variety, and accuracy)

**Satisfactory**

- Project shows some focus and purpose
- Project shows appropriate organization
- Project shows some ideas and supporting details
- Project shows appropriate use of oral and written language with acceptable usage and sentence variety

**Work in Progress**

- Project has not yet met all requirements
- Research lacks detail
- Poorly organized
- Difficult to understand purpose
- Errors in sentence structure and mechanics

The student has completed an approved graduation project as rated below.

Excellent       Satisfactory       Work in Progress (remediation is necessary)

Reason for remediation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Second Evaluator's Signature

\_\_\_\_\_  
Date

## CAREER RELATED PROJECT ASSESSMENT

Name \_\_\_\_\_

Homeroom \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Project Title \_\_\_\_\_

PROPOSAL	Excellent	Satisfactory	Work in Progress
<u>Focus</u> <ul style="list-style-type: none"> <li>• Establishes and maintains a clear purpose</li> <li>• Exhibits clarity of ideas</li> </ul>			
<u>Content</u> <ul style="list-style-type: none"> <li>• Information/details are specific and relevant</li> <li>• Ideas are sufficiently developed</li> </ul>			
<u>Organization</u> <ul style="list-style-type: none"> <li>• Logical order</li> <li>• Introduction and conclusion are evident</li> </ul>			
<u>Conventions</u> <ul style="list-style-type: none"> <li>• Few mechanical or usage errors</li> <li>• Sentence completeness</li> </ul>			
ORAL PRESENTATION	Excellent	Satisfactory	Work in Progress
<u>Content</u> <ul style="list-style-type: none"> <li>• Introduction includes explanation of project</li> <li>• Sufficient information presented</li> <li>• Information organized appropriately</li> <li>• Sufficient explanation of what has been learned</li> </ul>			
<u>Delivery</u> <ul style="list-style-type: none"> <li>• Correct pronunciation, clear and distinct speech</li> <li>• Appropriate volume, rate, and variety of expression</li> <li>• Eye contact and appropriate body language</li> <li>• Effective audio and/or visual aids</li> </ul>			
PROJECT	Excellent	Satisfactory	Work in Progress
<ul style="list-style-type: none"> <li>• Demonstrates the ability to apply and communicate sufficient knowledge and understanding</li> </ul>			
<ul style="list-style-type: none"> <li>• Project fully developed and completed</li> </ul>			

<b>SELF-REFLECTION</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Work in Progress</b>
<u>Focus</u> <ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Exhibits clarity of ideas</li> </ul>			
<u>Content</u> <ul style="list-style-type: none"> <li>Information/details are specific and relevant</li> <li>Ideas are sufficiently developed</li> </ul>			
<u>Organization</u> <ul style="list-style-type: none"> <li>Logical order</li> <li>Introduction and conclusion are evident</li> </ul>			
<u>Conventions</u> <ul style="list-style-type: none"> <li>Few mechanical or usage errors</li> <li>Sentence completeness</li> </ul>			
<b>CULTURAL EVENT ESSAY</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Work in Progress</b>
<u>Focus</u> <ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Exhibits clarity of ideas</li> </ul>			
<u>Content</u> <ul style="list-style-type: none"> <li>Information/details are specific and relevant</li> <li>Ideas are sufficiently developed</li> </ul>			
<u>Organization</u> <ul style="list-style-type: none"> <li>Logical order</li> <li>Introduction and conclusion are evident</li> </ul>			
<u>Conventions</u> <ul style="list-style-type: none"> <li>Few mechanical or usage errors</li> <li>Sentence completeness</li> </ul>			
<b>OVERALL PROJECT</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Work in Progress</b>
Comments:			

The Project must be evaluated as **Excellent** or **Satisfactory** in order for the student to have shown completion of this portion of the Culminating Graduation Project. If a Project is deemed unsatisfactory, a meeting will be held with the student and a Guidance Counselor to determine what portion(s) of the Project needs improved upon. The student will be allotted an appropriate amount of time to complete the unsatisfactory portion(s) of the project. The presentation will then be rescheduled for a second and final time.

# JOB SKILLS AND PREPARATION

Name \_\_\_\_\_

Job Skills and Preparation

COVER LETTER RUBRIC

Criteria:	0 Errors	1 Errors	2 or more Errors
1. The return address and date:	3	2	1
2. A complete address of employer:	3	2	1
3. Proper salutation:	3	2	1
4. First paragraph explaining that you are applying for a specific job and how you learned about it	3	2	1
5. Second paragraph giving information about your abilities to perform the particular job	3	2	1
6. Last paragraph asking for an interview and describing how you can be reached	3	2	1
7. Proper closing with signature in blue/black ink	3	2	1
8. Enclosure notation, double space, below closing	3	2	1
9. Followed correct spacing directions from example	3	2	1

Total \_\_\_\_\_ x 4 = \_\_\_\_\_

**Grade: PASS / FAIL**

(Advisor: please indicate grade by circling pass or fail)

## COVER LETTER DIRECTIONS

File – Page Setup – Layout – Page Vertical Alignment Choose Center

123 Ferndale Street

Johnstown, PA 15905

June 15, 200- Hit ENTER 4 Times

Johnstown Legal Services

Personnel Department

Box 210

Johnstown, PA 15905 Hit ENTER 2 Times

To Whom It May Concern: Hit ENTER 2 Times

THIS PARAGRAPH TELLS HOW YOU FOUND OUT ABOUT THE JOB. Hit ENTER 2 Times

THIS PARAGRAPH TELLS WHY YOU THINK YOU ARE QUALIFIED AND SHOULD GET THE JOB. Hit ENTER 2 Times

THIS PARAGRAPH TELLS THEM YOU WANT TO HEAR FROM THEM AND HOW THEY CAN REACH YOU. IT ALSO THANKS THEM FOR THEIR TIME. Hit ENTER 2 Times

Sincerely, Hit ENTER 4 Times

Fern Dale Hit ENTER 2 Times

Enclosure

## SAMPLE COVER LETTER

123 Ferndale Street  
Johnstown, PA 15905  
June 15, 200-

Johnstown Legal Services  
Personnel Department  
Box 210  
Johnstown, PA 15905

To Whom It May Concern:

I am enclosing my resume in response to your ad for a court reporter in today's Tribune Democrat.

I have worked with computers for the past four years in high school and in a part-time summer job. During that time, I learned a good deal about a variety of software programs and my typing speed is excellent. I also have an interest in legal information. I have just graduated from high school and am very interested in court reporting as a career. This position would give me the experience I would need to achieve that goal.

I look forward to hearing from you at your earliest convenience to discuss this position. My home phone number is (814)555-5555. Thank you.

Sincerely,

Fern Dale

Enclosure

Name \_\_\_\_\_

Job Skills and Preparation

RESUME RUBRIC

Criteria:	0 Errors	1 Errors	2 or more Errors
1. Complete heading is used: - full name - complete address - phone number	3	2	1
2. Style and layout used best suits your needs and information	3	2	1
3. Education - names and address of schools or programs - dates of attendance, degrees, certificates - grade point average, if it benefits you	3	2	1
4. Work experience includes: - name of business - address - phone - supervisor - duties for job	3	2	1
5. Skills/Talents/Interest or Honors - description of skills/talents/interest or honors - list of school activities and offices held	3	2	1
6. Volunteer Experience: - list dates - duties	3	2	1
7. Three references (asked permission to use) - Adults not related to you (usually over 21 and working) - Name (and occupation/business if they want to be contacted at work) - Personal Address (or work address) - Personal Phone (or work phone)	3	2	1
8. Technical Setup - Consistent spacing and formatting - If references are on second page, is there a heading at the top of the page - Overall appearance is good	3	2	1

Total \_\_\_\_\_ x 4 = \_\_\_\_\_

Grade: **PASS** / **FAIL**

(Advisor: please indicate grade by circling pass or fail)

RESUME WORKSHEET

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

PHONE (include area code) \_\_\_\_\_

POSITION DESIRED \_\_\_\_\_

WORK EXPERIENCE

Dates    Company and Address    Phone    Supervisor    Position Held    Duties

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EDUCATION

Date of                      School Name and Address                      GPA (if good)    Degree  
Attendance/Graduation

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EXTRACURRICULAR ACTIVITIES/SKILLS/HONORS

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---

VOLUNTEER EXPERIENCE

Dates                      What Organization                      Duties

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COURSES SPECIFIC TO JOB

---

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3 REFERENCES WITH PERMISSION

Name                      Occupation (if using work address)                      Address and Phone

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SAMPLE RESUME  
**FERN DALE**  
123 Woodsey Street  
Johnstown, PA 15905  
(814)555-5555

CAREER GOAL

Court Reporter

EDUCATION

Ferndale Area High School – Graduated June, 200-  
600 Harlan Avenue  
Johnstown, PA 15905

Courses include:

- Word Processing Essentials and Applications
- Excel
- Access Data Base
- Personal Finance
- Accounting I and II
- Legal Terminology
- Shorthand I and II
- Web Page Design
- Government
- College Prep English

EXTRACURRICULAR ACTIVITIES/SKILLS/HONORS

- Volleyball Team
- Reading Team
- Forensics
- Mock Trial Team
- Microsoft Specialist Certificate
- CPR Certificate/First Aid Certificate
- NHS member

VOLUNTEER EXPERIENCE

2007 Toys for Tots – helped families choose toys

WORK EXPERIENCE

Summer 2006	Sargent’s Personnel 444 Lincoln Street Johnstown, PA 15907 Supervisor: Tammy Typer (814)555-5111 Typist	Duties: Typed legal papers Used computers
August 2006 – present	Ponderosa Steakhouse 777 Galleria Drive Johnstown, PA 15904 Supervisor: Gary Griller (814)266-2222 Hostess	Duties: Worked salad bar Prepared food Seat customers Ran register

**FERN DALE – References Page**

**REFERENCES**

Mrs./Mr.

Teacher

Ferndale Area High School

600 Harlan Avenue

Johnstown, PA 15905

(814)288-5757

Mr. Ino Ewe

Mechanic

Joe's Garage

1600 Chevrolet Road

Johnstown, PA 15906

(814)555-1234

Ms. Good Reference

Homemaker

15 Bedford Street

Windber, PA 15963

(814)467-7777

Name \_\_\_\_\_

Job Skills and Preparation

THANK YOU LETTER RUBRIC

Criteria:	0 Errors	1 Errors	2 or more Errors
1. The school's return address and date:	3	2	1
2. A complete address of employer:	3	2	1
3. Proper salutation:	3	2	1
4. First paragraph <ul style="list-style-type: none"><li>- thank them for the chance to shadow</li><li>- encourage them to participate again next year</li><li>- explain what you hoped to learn before you went to the business</li></ul>	3	2	1
5. Second paragraph <ul style="list-style-type: none"><li>- list a number of things you learned while shadowing</li></ul>	3	2	1
6. Last paragraph <ul style="list-style-type: none"><li>- what you will do as a result of this shadowing experience</li></ul>	3	2	1
7. Proper closing with signature in blue/black ink	3	2	1

Total \_\_\_\_\_ x 4 = \_\_\_\_\_

Grade: **PASS / FAIL**

(Advisor: please indicate grade by circling pass or fail)

Cover letter total \_\_\_\_\_

Resume total \_\_\_\_\_

Thank you letter total \_\_\_\_\_

OVERALL TOTAL = \_\_\_\_\_ Overall Grade: **PASS / FAIL**

(Advisor: please indicate overall grade of cover letter, resume, and thank-you letter by circling pass or fail)

THANK YOU LETTER DIRECTIONS

File – Page Setup – Layout – Page Vertical Alignment Choose Center

Ferndale Area High School

600 Harlan Avenue

Johnstown, PA 15905

June 15, 200- Hit ENTER 4 Times

Mr. (or Ms.) \_\_\_\_\_

Johnstown Legal Services

Personnel Department

Box 210

Johnstown, PA 15905 Hit ENTER 2 Times

Dear \_\_\_\_\_: Hit ENTER 2 Times

THIS PARAGRAPH THANKS THE EMPLOYER FOR ALLOWING YOU TO SHADOW AND ENCOURAGES THEM TO PARTICIPATE AGAIN NEXT YEAR. ALSO LIST A FEW THINGS YOU WANTED TO KNOW BEFORE YOU WENT. Hit ENTER 2 Times

THIS PARAGRAPH LISTS SOME OF THE THINGS YOU LEARNED WHILE SHADOWING. Hit ENTER 2 Times

THIS PARAGRAPH TELLS WHAT YOU WILL DO WITH THE INFORMATION AND HOW IT WILL AFFECT YOUR DECISION FOR A CAREER. Hit ENTER 2 Times

Sincerely, Hit ENTER 4 Times

Fern Dale (YOUR NAME) Hit ENTER 2 Times

## SAMPLE THANK YOU LETTER

123 Ferndale Street  
Johnstown, PA 15905  
June 15, 200-

Mr. John Q. Public  
Johnstown Legal Services  
Personnel Department  
Box 210  
Johnstown, PA 15905

Dear Mr. Public:

Thank you for taking the time from your schedule to let me shadow you on Thursday, March 15, 2012. I enjoyed the experience and hope that you will consider participating in the program again next year. Prior to coming to your office, I wanted to find out what skills I would need to be a law clerk and what training is available in our area for this career.

You gave me a lot of valuable information during my day with you. Using the computer is very important for this career. Also, a good understanding of grammar and spelling is a must. Another important skill you need to have is the ability to do research and understand the legal terms used. Working independently is very important to being successful in this career.

My visit was a valuable experience in helping me determine the career I would like to train for in the future. I am now sure that I would like to go to college for a career in law.

Sincerely,

Fern Dale

**CITIZENSHIP/  
DEVELOPMENT OF  
CHARACTER AND  
VALUES**

# Community Service

Name \_\_\_\_\_

<b>Date</b>	<b>Organization</b>	<b>Activity</b>	<b>Supervisor's Signature</b>	<b>Time Earned</b>

# APPRECIATION OF THE ARTS

## CULTURAL EVENT REACTION PIECE

Name \_\_\_\_\_

Homeroom \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Event Attended \_\_\_\_\_

Date, Place and Time of event attended \_\_\_\_\_

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### **Essay Score—PSSA Domain Scoring Guide**

Write a one-page essay in which you describe the cultural event that you had attended and the impact that it had on you. Explain why it impacted you and what you learned from it.

Type your essay in Times New Roman, 12 point, double-spaced format. Use correct spelling and grammar. Be sure you put the essay heading on the top as you do in English class.

### **Visitation Score**

Attach program, brochure, or ticket stub with signature of person in charge of facility with date attended.

**CULTURAL EVENT GRADE: PASS / FAIL**

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
	<i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	<i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i>	<i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i>	<i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i>	The use of grammar, mechanics, spelling, usage and sentence formation.
4	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentences structures to create consistent writer’s voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation
	NON-SCORABLE			OFF-PROMPT	
0	<ul style="list-style-type: none"> <li>• Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response</li> <li>• Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense</li> <li>• Is insufficient; i.e., does not include enough to assess domains adequately</li> <li>• Is a blank paper</li> </ul>			<ul style="list-style-type: none"> <li>• Is readable but did not respond to prompt</li> </ul>	