In Rigorous Pursuit of Excellence!

Evening High School

Senior Capstone Portfolio
Information Packet

Northwestern & Crossland Evening High School

Preparing for Successful Post-Secondary Endeavors!
MISSION: The mission of Prince George's County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.

School Vision: Evening School is committed to providing all students with a motivating and rigorous opportunity to acquire the knowledge and skills necessary to meet the challenges of the future. A unity of purpose and the shared efforts of students, parents, and staff will result in lifelong learners, and productive citizens in a global community. It is the vision of Evening High School to ensure that all students acquire knowledge and develop skills that will enable them to graduate from high school and seek higher learning and job opportunities.

PGCPS Goals for 2013 -14
Goal 1: High Student Achievement.
Goal 2: Highly-Effective Teaching
Goal 3: Safe and Supportive Schools
Goal 4: Efficient and Effective Operations
Goal 5: Strong Community Partnerships
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What is the Senior Capstone Portfolio?

High schools across the nation are focused on restructuring, raising high standards, and actively engaging all senior in a challenging and relevant educational process. To accomplish this, Crossland and Northwestern Evening High Schools have developed the Senior Capstone Portfolio (SCP) as a 2013-14 school year requirement for graduating seniors to support rigor, relevance, relationship, and results. The SCP blends career and traditional core curriculum in a unique program. Graduating seniors are required to demonstrate not only what they know but also what they can do.

Clearly, all high school graduates need a strong, basic skill foundation. However, graduates should also be able to independently demonstrate an application of those skills and “real world” skills not tested, (i.e. time management) within the context of the 21st Century.

To prepare students for post secondary education and the world of work, students will integrate skills attained through a yearlong process. The EHS Senior Capstone Portfolio will incorporate applications in organization, presentation, community relations, planning, implementing, problem solving, time management, reading, writing, thinking, speaking, and the use of technology to demonstrate twelve years of educational experience.

The Senior Capstone Portfolio Goals/Outcomes

- To provide stronger, career-centered, independent learning opportunities during the senior year
- To encourage the student to meet and interact with new people in the community and gain familiarity with community business and the professional sector
- To enhance student learning by joining theory with experience and thought with action
- To engage seniors in dynamic, student-driven learning experiences beyond the classroom walls to promote lifelong learning
- To provide an enhanced sense of independence and confidence, self-advocacy, and communication skills for the adult world
- To strengthen the transition from high school to college and/or world of work
General Expectations

Each student will
• Investigate a career of personal interest.
• Collect four credible primary and secondary sources for Research Paper
• Conduct a minimum of one personal interview – posing questions relating to
  skills, abilities, work conditions, job outlook, and educational requirements.
• Observe and/or perform at the job location.
• Submit written work as assigned (Goal Statement, Biographical Narrative,
  College Essay, Resume, & Reflection Paper) using technology.
• Apply to at least one college
• Seek Employment at a minimum of three businesses or companies
• Obtain at least three letters of recommendation
• Complete Service Learning Activity and submit documentation
• Present Senior Capstone Portfolio to a panel of community and educational
  professionals.
• Complete all original work (partner or group work is not allowed).

Components

The project consists of the following major components:
1. Career Shadow or Internship (5 – 10 hours)
2. Research Paper on a career of personal interest
3. Writing Assignments using technology (Goal Statement, Autobiographical
   Narrative, College Essay, Resume w/ Cover Letter, & Reflection Paper)
4. College Application
5. Employment Application
6. Recommendation Letters
7. Service Learning
8. Personal Portfolio (Created from assignments and information gathered.)
9. Presentation to a panel of community and educational professionals

Process

Students will investigate a career they are interested in pursuing as a possible
future goal, and meet with a career professional (Mentor) in the community at a
business establishment. They will gather information through interviews, career
shadowing, internships, and/or observations, and use of secondary sources. The
exploration of their career interest will be a relatively brief career shadow of 5 – 10
hours at a place of business or an internship with a lengthier endeavor of as many as
25 hours or more. Students enrolled in the TGI Fridays School to Work program
may use that experience for their career investigation. There will be technical
written components such as the Goal Statement, Biographical Narrative, etc. (see
components above) to complete and students will have to present the portfolio in front of a panel consisting of community and educational professionals. **Presentations will be 5 – 7 minutes in length.**

**Supplies**
- One 3-ring binder (provided by EHS)
- Portfolio divider
- Page protector sleeves (Optional)
- Thumb drive to store all written documents

If supplies will create a financial hardship on the family, the student should contact their assigned advisor or the Senior Capstone Portfolio Coordinator, Ms. Cindy Martin (Crossland) or Mr. Christopher Gardy (Northwestern) in the Evening High School office.

**Community Business Mentor**

After the student selects a career, it is time to find a Mentor who is willing to assist her/him with the Senior Capstone Project. Ideally, the mentor would be someone who has experience in the chosen career. Many knowledgeable and willing community members would sincerely appreciate the chance to advise and assist the students with the Senior Capstone Project. The SCP advisors, EHS teachers, or Instructional Coordinator may be of help with this selection.

In order for the association with the students mentor to be of the most value, the student must arrange to meet with the person selected. It is the students’ responsibility to contact the mentor. Students are required to meet a minimum five hours as the project is completed.

The more often the student meets with the mentor, the greater the Senior Capstone Project experience.
Quarter 1

Presentation to Senior Class (Auditorium)  
Due Dates: TBD

Student – School Agreement  
Turn in to Senior English Teacher  
Due Dates: October 18, 2013

Quarter II

Career Investigation Form (for Research Paper)  
Obtain approval from your Advisor  
And place in your portfolio  
Due Dates: November 4, 2013

College Essay and Application  
Turn in to Advisor  
Due Dates: November 18, 2013

Community Business Mentor Evaluation Form  
Find your mentor before November 4th and turn form into your Senior English Advisor  
Due Dates: November 11, 2013

Resume and Cover Letter  
Turn in to Advisor  
Due Dates: December 11, 2013

First Draft of Career Investigation Research Paper  
Turn in to Advisor  
Due Dates: December 14, 2013

Thank You Letters to Community Business Mentor  
(Give thank you letter to Business Mentor when you have completed the career shadow.)  
Turn in to Advisor  
Due Dates: December 18, 2013
Quarter III

Writing Assignments Due
(Goal Statement, Biographical Narrative, Final Draft of Career Investigation Research Paper, & Resume w/Cover Letter)
Turn in to Advisor
January 27, 2014

Three (3) Completed Employment Applications & Questions to Guide Your Career
Turn in to Advisor
February 10, 2014

Recommendation Letters Due
Turn in to Advisor
February 19, 2014

Service Learning Documentation & Career Shadow Reflection Paper Due & School Transcripts from Schoolmax
Turn in to Advisor
March 4, 2014

Final Portfolio
Share with your Advisor
March 10, 2014

Quarter IV

Senior Capstone Project Presentation
Scheduled by the SCP Coordinator:
Mrs. Cindy Martin & Mr. Christopher Gardy
March – April

Senior Exit Interview with Professional School Counselor
You must present Portfolio and/or Portfolio Score Sheet to Counselor before you are cleared for graduation.
TBD
THE Writing Resources:

Modern Language Association http://www.mla.org/

The Owl Purdue: http://owl.english.purdue.edu/owl/

Easybib: http://www.easybib.com/
Guides on proper citation formats for sources in MLA format and has automatic works cited and bibliography formatting for MLA

Check out the following books in the Media Center and use the Media Homepage:


Writers Inc. Write For College: A Student’s Handbook
For a detailed copy of what a MLA paper should look like, go to pages 363-371 of the Writers Inc.

THE Student – School Agreement
The Evening High School's Senior Capstone Project is under the supervision of Senior Capstone Project Coordinator, Mrs. Cindy Martin. If there are any concerns about assignments or printing, or if problems of any kind develop, I will inform Ms. Cindy Martin by email at Cindy.Martin@pgcps.org immediately and communicate concerns. **Print out this page and turn it into your Advisor.**

**Student Agreement**
I understand that my written components are free from plagiarism – including appropriate intertextual documentation (citations) in the writing style specified by your Advisor. All writing assignments are placed in my portfolio free of errors and plagiarisms. I am aware of the timeline sequence and deadlines and will use no excuses for work not turned in on time. I will keep my information on a flash/thumb drive and print out the required papers to turn into my Advisor for grading purposes.

I understand that I will create a portfolio and a Visual/Performance as an integral part of my Senior Capstone Project, and bring with me to my prepared five-to-seven minute presentation in April 2014 highlighting my Senior Capstone Project to a panel of community and education professionals. Business dress is required for presentation.

Student Signature __________________________________________________________
_________________________________________________________________________

**Permission Form (Liability release)**
I understand that it is my responsibility to arrange a schedule with the mentor on **my own time** to gain a further understanding of the responsibilities and job duties at my mentor’s business establishment. I understand that I must dress appropriately for my Career Shadow and must conform to all school policies and regulations. Crossland Evening High School has not, and will not undertake any background check on the mentor selected and my parent/guardian will approve the mentor.

I understand that I must observe and comply with all security, safety, and employment regulations and may assume the responsibilities of a regular employee. If I am unable to attend a planned meeting because of illness or emergency, I understand that I must call my mentor at the work site by 8:00am.

Student Signature ___________________________Cell Phone #: _______________________

Student Printed Name: _________________________ Email: _______________________

**Parent/Guardian**
I hereby give my son/daughter, ________________________________ permission to participate in a Career Shadow before January 2013, and hereby release and hold harmless the above named school board, individual sponsors, teachers, and place of business from all liability for mishap or injury that might result with the above named student while participating in the career shadow, including transportation to and from the place of business. Furthermore, should it be necessary, I authorize the business representative to obtain medical treatment in the event of an injury or illness and I agree to pay any expense incurred for this treatment.

Parent Signature: ________________________________ Phone: ____________________

Parent Printed Name: ________________________________
THE Career Investigation Research Paper

Deadline date: Final Draft Due January 27, 2014

I. The Purpose:
To encourage you to pursue and explore an independent career interest in which you are passionate. Student’s undecided of a career choice may explore careers that match their interests, personality, values, and skills thorough the following websites:

How to select a career
Careers: www.careers.org
Career Assessments: http://www.mpcfaculty.net/CL/cl.htm
Career Explorer: http://www.careerexplorer.net/
Choices Planner: www.florida.access.bridges.com
https://accessbridges.com
Portfolio Name: ___________________________
Password: ___________________________

Princeton Review Career Quiz
Quintessential Careers:
http://www.quintcareers.com/online+assessment_review_ran
kings.html

Career Information:

II. Required Components:

Complete THE Career Investigation worksheet on the next page. You will use this information to help write your Research Paper.

III. Required Elements for Assessment:

Print out and complete THE Career Investigation Worksheet and turn in to our Advisor by the deadline date. Include a final corrected paper in your final portfolio.
THE Career Investigation

Deadline date: November 4, 2013

Student Name ____________________________ Period ____________

Career Title: ________________________________________________

1) Why did you choose this career, and what is your background if any in the area?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2) What type of work does this occupation perform?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3) What are the working conditions?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4) What qualifications for this career are needed in terms of education, training, and advancement?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5) What are the employment factors?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6) What is the job outlook and expected projections data?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7) What are the typical earnings?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
8) What other occupations are related to this career?
__________________________________________
__________________________________________

9) Explanation of why you selected this Career for your Senior Capstone Project.
__________________________________________
__________________________________________

Teacher approval: ___________________________ Date: ______________
Deadline dates:  
**First draft due December 14, 2013**  
**Final draft due January 27, 2014**

I. Directions: Write a research paper, in Modern Language Association (MLA) formatting and Style Guide, about a career of your choice. The research report should be a minimum of three pages, and no longer than five pages and Works Cited page attached to your first and final drafts. Cite a minimum of three sources, including at least on-site interview. Turn in to your Advisor with Rubric (this page) by the deadline date. Include a final corrected paper in your portfolio.

To find out more about the formatting of your research report, see *The Owl at Purdue* we site, general MLA Style and Format, and how to cite your sources within the text of the report. On *easybib.com* you can insert your source data, and it will automatically format your sources in the MLA format for your Works Cited page. The MHS Media Center homepage has a variety of resources to utilize for conducting and writing research reports, as well

II. Required components.

Use a computer generated word processing program and print out the Research Proposal in Times New Roman font, 12 pt., and double-spaces.

III. Required elements for assessment:  
**Outline:** Use *The Owl at Purdue*:  
http://owl.english.purdue.edu/owl/, or *Modern Language Association*:  
http://www.mla.org/ for MLA style and format.

**Paper Organization (three to five pages)**

a. Introduce the topic, purpose, and goals of your SCP. Include research question(s) that you want to answer thorough your exploration.  
b. Discuss the history, background, and the context of your topic.  
c. Discuss your methods or research, including interviews and on-site visits, web searches, and other ways that you gathered information.  
d. Discuss your research findings  
e. Discuss conclusions, newfound perspectives, and future implications, including new and/or revised questions.

**Works Cited Page (one page)**  
Use *The Owl at Purdue, and easybib.com*, MLA Style and Format to create.
**Research Paper Rubric**

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<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Clearly stated and appropriately focused.</td>
<td>Clearly stated but focus needed to be sharper.</td>
<td>Thesis stated but not appropriately focused.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly related to the main topic, included consistent supporting details and/or examples.</td>
<td>Information clearly related to the main topic, provided adequate supporting details and/or examples.</td>
<td>Information clearly related to the main topic, provided some supporting details and/or examples.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Information is logically organized.</td>
<td>Information is adequately organized.</td>
<td>Information is somewhat organized.</td>
</tr>
<tr>
<td><strong>Paragraph Construction</strong></td>
<td>All paragraphs include introductory sentence, explanations or details, concluding sentence with a transition.</td>
<td>Most paragraphs include introductory sentence, explanations or details, concluding sentence with a transition.</td>
<td>Paragraphs included related information, but were typically not constructed well.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors observed.</td>
<td>Almost no grammatical, spelling or punctuation errors observed.</td>
<td>A few grammatical, spelling or punctuation errors observed.</td>
</tr>
<tr>
<td><strong>MLA style Parenthetical (In-Text) Citations</strong></td>
<td>All sources accurately documented in parenthetical references. First page correctly headed.</td>
<td>All sources accurately documented in parenthetical references, but a few were not in APA format. No running header</td>
<td>All sources accurately documented in parenthetical references, but many were not in APA format. No cover page or running header</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>5 or more appropriate sources documented properly.</td>
<td>At least 2 appropriate sources documented properly.</td>
<td>At least 1 appropriate sources documented properly and 2 non peer reviewed.</td>
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Crossland and Northwestern Evening High School Senior Capstone Project 2013-14

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THE Questions to Guide Your Observations during Your Career Shadow

Print out and take with you to your Career Shadow to take notes about your experience. Information collected will be used in your presentation.

Job Description
   1. Describe the employee’s job. (What are their duties?)

   2. What communications, mathematical, technical, interpersonal skills are required for this job?

   3. Describe the working conditions associated with the employee’s position (i.e., physical strength, stress level, responsibilities, travel, tools, dress code, etc.)

   4. What recommendations would the employee offer to someone who is interested in entering a similar position?

   5. In the employee’s opinion, what type of attitude, personality traits or personal characteristics are important in order to be successful in his or her career field.

   6. What opportunities are available for advancement in this career field?

   7. Describe this employee’s role in supervision. (Does he or she supervise other people? What’s involved in this? Who supervises the employee and what’s required?)
8. What are the starting salaries and educational requirements at this company for persons who hold positions similar to the one you are shadowing/observing today?

9. What does the company do to encourage its employees to continue their educations? Does the company have a tuition reimbursement plan? Explain.

10. Identify any factors that may affect earnings.
The Community Business Mentor Consent

Dear Mentor,

Crossland Evening High School has adopted the Senior Capstone Project as part of the SENIOR REQUIREMENT. The components of Senior Capstone Project include: Career Shadow or Internship, Research Paper, Writing Assignments (goal statement, biographical narrative, college essay, resume, and a reflection paper), College Application(s), Employment Applications, Recommendation Letters, and a compilation portfolio which synthesizes all of the components. The portfolio will be presented before a panel of community and education professionals.

A successful Senior Capstone Project involves parental and faculty support as well as student initiative and self-discipline. As a community member, you are being asked to serve as a Mentor to one of our students for the career-shadowing portion of his/her Senior Capstone Project. **The Career Shadow experience must be between 5-10 hours in length and completed between November 4, 2013 and February 10, 2013.**

Mentor Guidelines

Each student will need a Mentor who can advise and assist with the job shadowing, work place experience or internship. The student has questions he/she must complete and may need the mentor’s help with answering.

A Mentor should be:

- A person who is knowledgeable/experienced in your particular field
- A person who is willing to assist you in the Senior Capstone Project process
- A person who will give you constructive feedback
- An adult, over age 25, who will encourage you

One goal of the Senior Capstone Project is to encourage the student to meet and interact with new people in the community. The student is also encouraged to stretch and grow while working on the project. Part of that growth comes from interacting and working with another adult in the business community. **Therefore, a Business Community Mentor cannot be a member of your family.**

Mentors are encouraged to assist the student in the following ways:

- Provide the student guidance regarding the world outside of academia in their chosen career
- Provide the student with a formal interview
Crossland and Northwestern Evening High School Senior Capstone Project 2013-14

- Provide the student with a job shadowing, internship, or work experience of at least 5 hours
- Encourage students to meet deadlines and to do their best
- Complete the Mentor Evaluation form

**This form is due on or before November 4, 2013.** The student will turn in to their Advisor.

**Mentors if you have any questions, Email the Senior Capstone Coordinator, Mrs. Cindy Martin at cindy.martin@pgcps.org**
**Or by phone: 301-449-4994.**
Community Business Mentor Information

I understand my role as a mentor and agree to serve as a mentor to:

Student’s Name:
______________________________________________

Career: __________________________________________

Mentor’s Name and Title: _______________________________________

Business Name: _____________________________________________

Business Address: ___________________________________________

City, State, and Zip:
_________________________________________________________

Phone Number: __________________ Fax Number: __________________

Email: ______________________________________________________

Mentor’s Signature: __________________________________________

Student:

Advisor: ___________________________ Period: ___________________
THE Community Business Mentor Evaluation

Deadline date: February 10, 2014

Mentor: Please complete the evaluation form and return to student in a sealed envelope with your signature across the seal prior to the deadline date listed above. Student should turn in this evaluation form in to your advisor.

Student's Name: ________________________________ Date: ______________

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<tr>
<th>Quality</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
<td>Dependability</td>
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<td>Seriousness of purpose</td>
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<td>Cooperation</td>
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<td>Initiative</td>
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<td>Contribution</td>
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<td>Motivation</td>
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<td>Punctuality</td>
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<td>Receptivity to new ideas</td>
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<td>Ability to work with other</td>
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In what ways and to what extent do you feel that this student benefited from his/her experience?

To what extent did the student’s involvement help you and our organization?

Would you consider participating as a Mentor in the future for another Crossland Evening High School Student?
Mentor Name (Please Print): ____________________________________________

Mentor Signature: _____________________________________________________

Title: __________________________________________________________________

Organization: __________________________________________________________

Phone Number: __________________________________________________________

Would you be willing to volunteer on the Presentation Panel on any day from (insert date) between the hours of (insert time)? Yes____ No ______

Email address to contact you for the Presentation Panel, if applicable:
________________________________________________________________________

Day(s) of the week that would best fit my environment:

________ Tuesday ______ Wednesday ______ Thursday ______ Friday

Time(s) that would fit into your schedule during the day. Check all that may apply:

Tues., Thurs., Fri. ______ (insert different time slots)
THE Thank You Letter

Deadline: Due to Advisor December 18, 2013

I. The Purpose:
   It is extremely important to thank the person at your Career Shadow in writing. Writing a thank you letter to your host is very important to show your appreciation. A thank you letter does not have to be lengthy; however, try to personalize it.

II. Required components:
   Use Microsoft Word in Times New Roman font, 12 pt.

III. Required elements for assessment:
   Write a meaningful thank you letter to the person you Career Shadowed. When you write your letter, remember to do the following:
   1. Be neat
   2. Watch your spelling and grammar
   3. Begin your letter with a sentence that specifically thanks the employer or company for allowing you to visit the company or business.
   4. State something specific that you learned or enjoyed during the job shadow.
   The following sample Thank You letter gives 2 examples of each paragraph. Remember the letter is just a sample and you should personalize it.
## Letter-Writing: Thank You Letter

### Student Name:

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Salutation &amp; Closing</td>
<td>Salutation and closing have no errors in capitalization and punctuation.</td>
<td>Salutation and closing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and closing have 3 or more errors in capitalization and punctuation.</td>
<td>Salutation and/or closing are missing.</td>
</tr>
<tr>
<td>Sentences &amp; Paragraphs</td>
<td>Sentences and paragraphs are complete, well constructed and of varied structure.</td>
<td>All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-ons or paragraphing needs lots of work.</td>
</tr>
<tr>
<td>Grammar &amp; spelling (conventions)</td>
<td>Writer makes no errors in grammar or spelling</td>
<td>Writer makes 1-2 errors in grammar, or spelling</td>
<td>Writer makes 3-4 errors in spelling or writing</td>
<td>Writer makes more than 4 errors in grammar and/or spelling</td>
</tr>
<tr>
<td>Capitalization &amp; Punctuation</td>
<td>Writer makes no errors in capitalization and punctuation.</td>
<td>Writer makes 1-2 errors in capitalization and punctuation.</td>
<td>Writer makes 3-4 errors in capitalization and punctuation.</td>
<td>Writer makes more than 4 errors in capitalization and punctuation.</td>
</tr>
<tr>
<td>Ideas</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reader to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
</tbody>
</table>

### Comments:

- Your letter shows a clear and organized structure, making it easy to understand the message you want to convey.
- However, there is room for improvement in terms of punctuation and capitalization. A careful review of these elements could enhance the overall clarity and professionalism of your letter.
- The content of your letter is relevant and appropriate, effectively communicating your gratitude.

These observations highlight the strengths and areas for improvement in your letter-writing skills. Keep practicing to refine your techniques and enhance the quality of your communication.
THE College Essay/Personal Essay and Common Application

Deadline date: November 18, 2013

As you enter your senior year, you are starting to plan for life after high school. For many of you, this life will include a college or training of some sort. The first step in attending college is, of course, the college application.

In order to make the application process easier on you, the Advisor will be working with students on one of the most daunting tasks of completing an application – the essay. The essay can’t make or break your chances for admission, but it’s often the deciding factor for close calls. Therefore, it is important that you spend an adequate amount of time and energy composing your essay. College Board writing tips found at [http://www.collegeboard.com/student/apply/essay-skills/94006.html](http://www.collegeboard.com/student/apply/essay-skills/94006.html)

I. The Purpose:
   So why exactly do colleges want you to write an essay? I mean, not all of you will be English majors in college. Well, and admissions essay can...
   • Show how you react to challenging situation
   • Reveal your values and priorities
   • Explain factors in your background that have influenced you
   • Discuss how you will contribute to life on campus
   • Relate the reasons why you and the college or university mesh

An essay/statement gives a brief glimpse into your lifestyle and character. Before you begin, see the rubric for the essay. Together we will work to make sure that the admissions officers see the most polished version possible. Turn in to your Advisor. Include a final corrected paper in your portfolio.

II. The Prompts:
   If you already have a college application essay topic, you may use it to complete this assignment. If you are not planning to attend college or are still undecided about which college to attend, you may use one of the following essay prompts from the Florida University Applications:

   1. Describe an activity, interest, experience, or achievement in your life (this could be a book, movie or an activity or experience at work, home, or school) that has been particularly meaningful to you.
   2. How has your family history, culture, or environment influenced who you are?
   3. What qualities or unique characteristics do you possess that would allow you to contribute to the university community?

III. The Plan:
For this assignment, you will be expected to complete the following:

- Mining Your Life (a bit of brainstorming)/Identifying Themes of your Autobiography (choosing a topic)
- Planning and Plotting (creating an outline)
- The Real Deal (a rough draft) include feedback from at least one, preferably two, adult mentors who have read and commented on your essay
- The Real Deal Version 2.0 (the final copy)

As we progress through this assignment, you will receive handouts and additional rubrics for each section. With a bit of hard work and creativity, you could have an essay to use for a variety of application purposes.

IV. Common Application for college: Complete as per your Advisor. Include a corrected copy in your portfolio.
# THE College or Personal Essay Rubric

## Student Name: ____________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Organization)</td>
<td>The introduction is inviting, states the main topic and previews the structure of the paper.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.</td>
<td>The introduction states the main topic, but does not adequately preview the main structure of the paper nor is it particularly inviting to the reader.</td>
<td>There is no clear introduction of the main topic or structure of the paper.</td>
</tr>
<tr>
<td>Focus on Topic (Content)</td>
<td>There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.</td>
<td>Main idea is clear but the supporting information is general.</td>
<td>Main idea is somewhat clear, but there is a need for more supporting information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
</tr>
<tr>
<td>Support for Topic (Content)</td>
<td>Relevant, telling quality details give the reader important information that goes beyond the obvious or predictable.</td>
<td>Supporting details and information are relevant, but on key issue or portion of the storyline is unsupported.</td>
<td>Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.</td>
<td>Supporting details and information are typically unclear or not related to the topic.</td>
</tr>
<tr>
<td>Commitment (Voice)</td>
<td>The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.</td>
<td>The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.</td>
<td>The writer attempts to make the reader care about the topic, but is not really successful.</td>
<td>The writer made no attempt to make the reader care about the topic.</td>
</tr>
<tr>
<td>Sequencing (Organization)</td>
<td>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</td>
<td>Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.</td>
<td>Some details are not in a logical or expected order, and this distracts the reader.</td>
<td>Many details are not in logical or expected order. There is little sense that the writing is organized.</td>
</tr>
<tr>
<td>Sentence Structure (Sentence)</td>
<td>All sentences are well constructed with varied structure.</td>
<td>Most sentences are well constructed with varied structure.</td>
<td>Most sentences are well constructed but have a similar structure.</td>
<td>Sentences lack structure and appear incomplete or unorganized.</td>
</tr>
<tr>
<td>Fluency)</td>
<td>structure.</td>
<td>structure.</td>
<td>rambling.</td>
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</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.</td>
<td>Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.</td>
<td>Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.</td>
<td></td>
</tr>
<tr>
<td><strong>Adding Personality (Voice)</strong></td>
<td>The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them &quot;his own&quot;.</td>
<td>The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.</td>
<td>The writer relates some of his knowledge or experience, but it adds nothing to the discussion of the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Spelling (Conventions)</strong></td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion (Organization)</strong></td>
<td>The conclusion is strong and leaves the reader with a feeling that they understand what the writer is &quot;getting at&quot;.</td>
<td>The conclusion is recognizable and ties up almost all the loose ends.</td>
<td>The conclusion is recognizable, but does not tie up several loose ends.</td>
<td></td>
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<tr>
<td></td>
<td>The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.</td>
<td>There is no clear conclusion, the paper just ends.</td>
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</table>

**Comments:**
THE Letters of Recommendation

Recommendation letters are an important piece of the college application. *The Princeton Review* writes, “Competitive colleges use the letter of recommendation to assess [a student’s] passions, goals, and character. They want more than just a statistic.”

Inform the person who will write the letter of recommendation of the following:

*As a potential recommendation writer, you are providing an important and integral service for your college-bound student. A good recommendation letter brings the applicant to life on the page. However, writing such a letter can be challenging if you are unaware of the conventions. What follows are some guidelines for high school teachers and guidance counselors for writing good recommendation letters, including knowing what to expect or ask from the student requesting a letter, how to incorporate sensitive or negative information, and what format a letter of recommendation should follow.*
THE Résumé

Deadline date – January 27, 2013

I. Directions: Create a Résumé using Microsoft Word résumé wizard for your career. Check the Occupational Outlook handbook online for skills needed for the career. You may not include fictional work experience or information. This résumé will also be utilized in the college application process. Turn in to your Advisor by the deadline date. Include a final corrected résumé in your portfolio.

II. Required Components:

   Use Microsoft Word in Times New Roman font, 12 pt.

III. Required elements for assessment:

   You might not have much of a work history to put on your résumé yet, but anything you’ve accomplished can show that you’re willing to work and that you can show up on time and perform your duties. Here are some ways to create a snapshot of your experience that is of interest to employers.

   a. Contact information: Name, address, phone contact, email address, and fax

   b. Summary of Qualifications: State why you are contacting the business and the qualification you have to fit the position, such as skills and abilities.

   c. Education: These sections is organized, clear, and well define. It highlights the most pertinent information. This section includes: institution with its location, graduation date, major, degree, GPA, class rank, study abroad, and any relevant course work.

   d. Employment history, internships, and volunteer positions: This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Listing your participation in a program like Habitat for Humanity, or your weekly work at a local soup kitchen, can definitely add some pizzazz to a résumé short on work experience. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs. Include the responsibilities and/or accomplishments briefly.
e. Activities, organizations, leadership positions, honors, and certifications: This section is well organized and easy to understand. Activities and honors are listed and descriptions include skills gained and leadership roles held. Dates of involvement are listed.

Examples
1. National Honor Society (N.H.S)
2. Key Club
3. HOSA (Health Occupations Students of America) – Medical Academy
4. TSA (Technology Students Association) – IDEA Academy
5. FBLA (Future Business Leaders of America) – Global Leadership Academy
6. FCCLA (Family Career Community Leaders of America) – Global Leadership Academy

f. Knowledge of computers is a requirement for just about any job. Describe any and all experience you have with computers, listing the programs you’re familiar with and any certifications, such as Microsoft Work, Excel, PowerPoint and Photoshop. You should also list any online video, social networking and blogging experience.

g. The world is getting smaller and smaller, especially in the job market. In this global economy, knowing a second or third language can put you at an advantage in qualifying for a job and certainly separate you from other candidates.

h. References available upon request.

Writing Tips:

Use Action Words: Be sure to describe your roles and accomplishments with strong action words and key terms, especially ones that signify leadership and team roles you’ve had. These include words such as teamwork, team player, and multitasking, executed, organized, performed, maintained, supervised, managed, directed, developed and implemented.

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

• Monster.com: http://career-advice.monster.com
• JobSniper: www.jobsniper.com
• CareerBuilder: www.careerbuilder.com
• About.com: http://jobsearch.about.com/od/sampleresumes/a/sampleresume2.htm Information on Résumé, Cover letters, interviews, job searching, and job openings
• Résumé don’ts: http://www.federalcareerexperts.com/FCE_Top_Resume_Mistakes.pdf
• The Owl at Purdue: http://owl.english.purdue.edu/owl/
## THE Resume Rubric

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<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format/Layout</strong></td>
<td>The resume consistently follows formatting guidelines for length, layout, spacing, and alignment. Format and layout make the resume exceptionally attractive, drawing attention to the content, and enhancing readability.</td>
<td>Formatting guidelines for length, layout, spacing, and/or alignment are almost always followed. 1-2 problems in format and layout, but readability and attractiveness are not affected.</td>
<td>Formatting is repeatedly inconsistent in length, layout, spacing, and/or alignment, reducing readability and attractiveness.</td>
<td>Formatting guidelines for length, layout, spacing, and/or alignment are not followed, making the resume unattractive or hard to read.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.</td>
<td>The fonts are consistent and easy to read. Font size varies appropriately for headings and text.</td>
<td>Fonts are not used consistently, varying in style and size and making the text difficult to read.</td>
<td>No consistency in fonts. A wide variety of fonts, styles and point sizes were used.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The resume includes all necessary items (headings) and follows guidelines consistently (e.g. summary of qualifications, action verbs, dates, places). Relevant education and experience substantiate position sought and are presented in reverse chronological order.</td>
<td>Almost all necessary items are located and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, chronological order). Relevant education and experience mostly support position sought.</td>
<td>Several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, action verbs, or use of reverse chronological order). Relevant education and experiences provide little support for position sought.</td>
<td>Presentation of content contains many errors or omissions, e.g. in the use of chronological order, action verbs, objective, dates, places, etc. Position sought is not supported by relevant education and experience.</td>
</tr>
<tr>
<td><strong>Grammar/Vocabulary</strong></td>
<td>The resume uses accurate English grammar and</td>
<td>There are 1-3 errors in the use of English</td>
<td>There are 4-5 errors in the use of English</td>
<td>There are more than 5 errors in English</td>
</tr>
<tr>
<td>Vocabulary (word forms, word choice)</td>
<td>Grammar and vocabulary (word forms, word choice)</td>
<td>Grammar and vocabulary (word forms, word choice)</td>
<td>Grammar and vocabulary (word forms, word choice)</td>
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</tr>
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<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Action verbs are consistently used in past tense.</td>
<td>Action verbs are almost always used in past tense.</td>
<td>Action verbs are not often used in past tense.</td>
<td>Action verbs are usually not used in past tense.</td>
<td></td>
</tr>
</tbody>
</table>

**Mechanics**
*(Spelling, punctuation/capitalization)*

| There are no errors in spelling, punctuation, or capitalization in the resume. |
| There are 1-3 errors in spelling, punctuation, or capitalization in the resume. |
| There are 4-5 errors in spelling, punctuation, or capitalization in the resume. |
| There are more than 5 errors in spelling, punctuation, capitalization in the resume. |

**Comments:**
THE Cover Letter

Deadline Date – Due January 27, 2013

I. Directions: Create a Cover Letter for your Résumé in correct business format. Turn it in to your Advisor with rubric (this page) by the deadline date. Include a final corrected paper in our portfolio.

II. Required components:

Use a computer generated word processing program, to create a Cover Letter in Times New Roman font, 12 pt., double-spaced.

III. Required elements for assessment:

a. Introduction: This section identifies the career position for which you are seeking a mentor. You have described how you choose this business. This section identifies why you are interested in this career.

b. Identification of skills and experiences as related to the career.

c. Another optional paragraph describing your personal qualities such as dependability, work ethic, etc. and relating to your past jobs or volunteer work.

d. Last Paragraph: Give contact information, availability, and statement of appreciation. This letter thanks the reader for taking time to read this letter.

e. Closing: Use “Sincerely”, print your proper name four lines below, and sign your letter above your printed name.
THE Cover Letter Rubric

Student Name: _____________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutation and Closing</td>
<td>Salutation and closing have no errors in capitalization and punctuation.</td>
<td>Salutation and closing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and closing have 3 or errors in capitalization and punctuation.</td>
<td>Salutation and/or closing are missing.</td>
</tr>
<tr>
<td>Sentences and Paragraphs</td>
<td>Sentences and paragraphs are complete, well constructed and of varied structure.</td>
<td>All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td>Grammar and Spelling (Conventions)</td>
<td>Writer makes no errors in grammar or spelling.</td>
<td>Writer makes 1-2 errors in grammar or spelling.</td>
<td>Writer makes 3-4 errors in grammar or spelling.</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
</tr>
<tr>
<td>Capitalization and Punctuation</td>
<td>Writer makes no errors in capitalization and punctuation.</td>
<td>Writer makes 1-2 errors in capitalization and/or punctuation</td>
<td>Writer makes 3-4 errors in capitalization and/or punctuation</td>
<td>Writer makes over 4 errors in capitalization and/or punctuation.</td>
</tr>
<tr>
<td>Format</td>
<td>Complies with all the requirements for a business letter.</td>
<td>Complies with almost all the requirements for a business letter.</td>
<td>Complies with several of the requirements for a business letter.</td>
<td>Complies with less than 75% of the requirements for a business letter.</td>
</tr>
</tbody>
</table>

Comments:
THE Reflection Writing

Deadline – Due March 4, 2014

I. **Directions**: Each prompt question should reflect ½ or more in page in length.

II. **Required component:**

Use a computer generated word processing program and print out the Reflection Writing in Times New Roman font, 12 pt., and double-spaced. Turn into your Advisor with the Rubric (this page) by the deadline date.

III. **Required elements for assessment:**

a. “Success is a journey, not a destination”. Explain what this quote means, applying it to your career shadow experience.

b. Based on your experiences in the community, what questions came to mind during and after your on-site visits and appointments. Elaborate on your questions and thoughts, at that time.

c. The physical setting I would want to work in is... Include types of working conditions, relationships with employees, as well as financial and other benefits.

d. Think of sacrifices you might need to make in order to achieve your goals for success. What commitments and changes are you willing to make? What rewards do you hope to gain from these commitments and sacrifices?
THE Reflection Writing Rubric

Student Name: ________________________________________________  

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Information is very organized with well constructed paragraphs and subheadings</td>
<td>Information is organized with well constructed paragraphs</td>
<td>Information is organized, but paragraphs are not well constructed</td>
<td>The information appears to be disorganized</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical or spelling punctuation errors.</td>
<td>A few grammatical or spelling punctuation errors.</td>
<td>Many grammatical or spelling punctuation errors.</td>
</tr>
<tr>
<td>Paragraph Construction</td>
<td>All paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Most paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Paragraphs included related information but were typically not constructed well.</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraphs.</td>
</tr>
</tbody>
</table>

Comments: ___________________________________________________
THE Autobiographical Narrative

The purpose of this assignment is to provide you with the opportunity to reflect on your own childhood and/or adolescence, and perhaps to come to a new or clearer understanding of an important event in your life. It will also encourage you to begin to consider your own personal experiences and how those experiences may impact your future. Use the structure below.

Five Paragraph Autobiographical Essay

A five-paragraph essay obviously has five paragraphs and is a simple structure that is used in most essays in English and Social Studies in one form or another. It begins with an introduction, which includes a generalization, a thesis statement and three details that support the thesis, followed by three paragraphs that support the thesis, and a concluding paragraph that restates the thesis and summarizes the main points. And what easier topic to write about than you!

Introduction
1. Sentence one: Generalization A generalization is a statement about your topic that will interest the reader. This can be a question, an observation or a theory about people. It should lead into the thesis that follows. For instance, “Are teenagers always complicated people?” or “The personalities most people develop are a result of their families and upbringing.” or “Whether they know it or not, all people have values which influence their behaviour.”
2. Sentence two: Thesis A thesis statement is the main idea your are trying to prove through this essay. This can be a simple statement that describes you, for instance "I am a complex person with many interesting characteristics." Or you can discuss what you feel is the most important part of your character, "My values are the most important part of me." Or you could discuss the influences that have created you, "My family, friends and community have helped to shape the person I have become."
3. Sentence three Three supporting details You must have three supporting details that support your thesis and these will be written in this sentence. For instance “My main qualities are my sense of humour, my compassion for others and my shyness around strangers.” Or “The things I value in this life are my religion, my family and the rights of others.” Or “My family has given me my values, my friends have provided me with fun and a sense of self worth, and my community has made me a well rounded person.”

Body of the Essay
1. Organization Since this essay will use the five-paragraph format, you will need to think of a structure that will lend itself to this format. There are several possible ways of organizing your ideas.
   • You may chose to use the chronological approach (describing yourself over time), but remember that all the paragraphs will have to work together to contribute to your thesis.
   • You may wish to use cause and effect, showing various influences that have shaped
• You may wish to use example and illustration, using incidents from your past that show something about you

2. **Three main points** - Remember also that you must have three supporting details that support your thesis and these will form the three paragraphs that are the body of your essay. Your structure and your main points will have to fit into this form.

**Conclusion** Restate your thesis and summarize your main points, then make some kind of concluding statement.

### Sample Autobiographical Essays

#### Who AM I?

Experience makes the man, or so it is said. By telling you some of my experiences, I will show you what kind of person I am. I am compassionate, amusing and as my mom says, very geeky. The following three anecdotes will demonstrate what I mean.

I really like animals, and I like to think I am compassionate towards them. Last winter I was walking home from school in freak spring blizzard. In fact, my rural school had just been shut down because of a big storm and the farm kids were waiting for the buses to arrive. As a town kid, I had to walk, and as I passed by an old deserted store I could hear some strange noises coming from within. Ever curious, I pried open the door and once my eyes adjusted to the darkness I could make out some movement in the back corner. It turned out to be a stray dog who had recently given birth to three puppies. Miraculously they were all still alive and with my mom's help I was able to get them to our house where I set them up in the garage. Every day I had to check on them, bring them food and water and clean up after them. I am proud to say that they all lived, and I found good homes for all the puppies, even though I wanted to keep them. Mama dog, who we call Chinook, is still with us.

And speaking of Chinook, that brings me to my next point, how amusing I am! Not to be conceited or anything, but my friends and family all tell me how funny I am. In fact, last year I dressed as an old-fashioned schoolgirl (no mean feat as I am a 6' tall guy) and decked Chinook out in a lambskin. Then off to school we went with "Mary had a little lamb" playing on the ghetto blaster. It was all just so funny. Unfortunately my schoolteachers and the principal did not find this altogether a blast, which accounts in part for why I am taking my grade twelve again.

I am really looking forward to online school because I really love computers. I am always trying new things, from gaming, to web design. My latest passion is for digital animation. My mom calls me a geek, and I guess I am. In fact, one of my earliest memories is when I was about five or so and I got lost in Future Shop in Edmonton. I wasn't scared or anything, but after 40 minutes of frantic searching, my mom found me tapping away on a keyboard. I have no idea what I was doing, but I do remember that Commodore PC-20-1 was quite a beast! Nothing like what we use today!
I have had a lot of experiences in my 17 years of life, and these are just a few that will show you who I am. Compassionate animal lover, class clown and computer geek, that's me! It's a strange combination of characteristics that make me a unique and special person.

The People in My Life

It's people who make the difference in the lives of most people. There are three people in my life who have had a strong impact on the person who I have become. From my Uncle Dave, I have learned courage. From my grandfather, the value of hard work, and from my sister Mary Ellen I have learned to appreciate the little things in life. Without my family, I would not be where I am today.

My Uncle Dave is one of the bravest men I know. Is courage is not the heroics of a firefighter or a policeman, but the bravery of someone who has overcome personal tragedy and gone on with his life. Last year he lost his wife and two kids to a drunk driver. Many men would have become bitter, angry or turned to drugs or alcohol. Not to say that Uncle Dave did not have moments of despair because he was very sad for a long time, but he went on with his life, kept working at his job and now does volunteer work speaking at high schools about the dangers of drunk driving. This has influenced me by teaching me that no matter how bad things get, we still must go on. We still have to remember others around us even when our own lives are filled with tragedy. In my own life, I try not to let things get me down, but to try to help out others, just as my Uncle Dave has shown me.

Uncle Dave is my dad's younger brother, the son of my grandfather Ed Morgan. Ed came to Canada from the U.S. when he was 16. He worked as a logger for several years, until he got married and had three kids. At that time he started work as a truck driver. Money was tight, but he drove his truck on long routes to put food on the table. Even when he was diagnosed with diabetes, he still went out on the road every week and when he got home from those long drives, he worked on the house which he built himself. My grandfather works hard every day. He helps my dad and my uncles if they need some carpentry work. When they have no work to do, he helps out at the church or at the neighbors. From my grandfather, I have learned many woodworking skills. But more than that, he has taught me that if you want to get ahead in life you need to have a good work ethic. With my grandfather's example, I have started my own small business and I know with the determination I have learned from him, it will be a success.

My sister Mary Ellen came as a surprise to my parents, as she was born when I was 13 years old. At first I was not too impressed with the idea of a little kid around the house, but she is so much fun to be with. Every new day brings new surprises and everything she sees brings her so much excitement it is contagious. When I take her outside, a flower, a caterpillar or a cloud can catch her attention. Suddenly I find myself looking at these things with renewed interest. It really is an amazing world and Mary Ellen reminds me of that every day. I thank God that she came into my life to show me all the wonderful little things that I used to ignore.

I know what real courage is. I understand how important it is to work at something. I see the beauty in the little things in life. For this and so much more I have to thank my family, my Uncle Dave who showed me what it means to be brave, my
grandfather who shared his work ethic, and my sister who re-introduced me to all the wonders of the world. Without these people, I would not be the person I am today

**Autobiographical Essay Rubric**

0=Not evident 1=Minimal evidence of mastery 2=Adequate evidence of mastery 3=Strong evidence of mastery 4=Outstanding evidence of mastery

<table>
<thead>
<tr>
<th>Elements Looked For</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The beginning of the essay captures the reader’s interest</td>
<td></td>
</tr>
<tr>
<td>The essay captures the life of the writer.</td>
<td></td>
</tr>
<tr>
<td>The pacing of the narrative is well-crafted.</td>
<td></td>
</tr>
<tr>
<td>The author describes people, places, times in appropriate detail.</td>
<td></td>
</tr>
<tr>
<td>The author describes people, places, times in appropriate detail.</td>
<td></td>
</tr>
<tr>
<td>The author uses dialogue or other techniques in retelling the incident.</td>
<td></td>
</tr>
<tr>
<td>The author describes his/her thoughts about the incident.</td>
<td></td>
</tr>
<tr>
<td>The author tells what s/he thinks about the incident now.</td>
<td></td>
</tr>
<tr>
<td>The ending is a well-integrated part of the whole story.</td>
<td></td>
</tr>
<tr>
<td>The essay is clearly organized Conventions are in order.</td>
<td></td>
</tr>
</tbody>
</table>
THE Goal Statement

**In one concise paragraph,** state your ultimate career goals. That is, describe the type of job position(s) that you want to have after you’ve completed high school. Be at least moderately specific without overly constraining your possibilities. It is okay to describe a couple of possible career paths so long as you explain the path you will take to achieve each goal listed.

The opening should take the form of:

_My ultimate career goal is to ..........


THE Portfolio

Deadline dates March 10, 2014

Directions: A well-prepared portfolio provides “evidence” to an employer/college interview of your accomplishments, skills, abilities and it documents the scope and quality of your experience and training. It is an organized collection of documentation that presents both your personal and professional achievements in a concrete way. Take pictures of your experience to add personalization. Turn in to your Advisor on or before March 10, 2014. Be sure all of the information is included in the order presented below. Each senior will receive a Capstone Portfolio Binder.

Required elements for assessment:

**Tab 1. - Introduction**
- a. Title page: Project name, your name
- b. Table of Contents
- c. Student – School Agreement
- d. Goal Statement
- e. Biographical Narrative

**Tab 2 – Skills & Qualifications**
- a. Cover letter
- b. Résumé
- c. Skills, abilities, awards, and certifications
- d. Unofficial Transcript: Unofficial Transcripts can be found in Schoolmax

**Tab 3 – Career Shadow/ Internship Experience**
- a. Mentors Consent Form
- b. Questions to Guide Your Interview during Your Career Shadow
- c. Mentor Evaluation Form
- d. Thank you letter to Mentor
- e. Career Shadow Reflection Paper

**Section 4 – Research Paper**
- a. Career Investigation Form
- b. Research Paper (First & Final Draft)

**Section 5 – College Application**
- a. Common College application
- b. College essay
- c. Recommendation Letters
Section 6 – Employment Application  
   a. Three Employment Applications completed with supporting documentation

Section 7 – Service Learning Documentation & Transcripts  
   a. Service Learning Documentation Form  
   b. Unofficial Transcripts

Any other material related to your career and/or college, such as photographs or other visual documentation. Include any papers, flyers, and/or charts that you may have collected and/or created about the project. For suggestions, consult your CTE/elective teacher.
THE Portfolio Rubric

Directions: Turn in this page, the portfolio checklist and your Portfolio to our Advisor.

Student Name:______________________________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractiveness</td>
<td>Makes excellent use of font, color, graphics, effects etc. to enhance the portfolio.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance the portfolio.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the portfolio content.</td>
<td>Use of font, color, graphics, effects etc. but these often distract from the portfolio content.</td>
</tr>
<tr>
<td>Requirements</td>
<td>All requirements are met and exceeded.</td>
<td>All requirements are met.</td>
<td>One requirement was not completely met.</td>
<td>More that one requirement was not completely met.</td>
</tr>
<tr>
<td>Organization</td>
<td>Portfolio is well organized and distinctive separated into sections.</td>
<td>Portfolio is organized and separated into sections.</td>
<td>Portfolio is organized and separated into sections.</td>
<td>Portfolio is somewhat organized and separated into sections.</td>
</tr>
<tr>
<td>Content</td>
<td>Final papers have been corrected and are ready to submit to a business.</td>
<td>All papers have been corrected with no errors.</td>
<td>On ore two papers have errors.</td>
<td>More than two papers still have errors.</td>
</tr>
</tbody>
</table>

Comments:
THE Presentation

On the day of your scheduled presentation, you should dress appropriately to align with your career. Dress for success. It is acceptable to wear a uniform if it will add to your presentation. Appearance is important when it comes to first impressions. Business attire or career uniform is acceptable. School dress code policy will be enforced as usual. If you are unsure about what you will be wearing is appropriate, check with your Advisor.

The only exemptions from missing your scheduled presentation time are Medical, with note from Doctor and/or a family funeral (with verification).

In order to be organized and effective, you must work with an outline of your speech. Below is one such outline. Use it or create your own customized outline for your presentation. Use creative transitions from one topic to the next.

Presentation Outline Guide

I. Introduction: (30-40 seconds)
   • Start effectively to get the attention of the panel.
   • State why you choose this career.
   • What skills and abilities do you have that align with this career?

II. Narrative of the experience
   • How did you select your mentor?
   • Share your experience of the interview.
   • Share your career shadowing/internship experience
   • What difficulties did you overcome?
   • What were the most memorable moments and success?
   • What have you learned about yourself?
   • Where did personal growth occur?
   • How did this experience affect your plans for the future?

III. Present the Visual
   • Explain what you have done and how it ties to your career.

IV. Conclusion
   • End with something the judges will remember about you on a positive note.
   • If you had to do it over again what would you change?
   • What was the most important thing you learned during the process?
   • What lessons will you apply to your future?
V. Questions and Answers from the panel
   • Ask the panel if they have any questions about your presentation.
   • Thank the panel for their time and expertise.

*NOTE: You may choose another strategy to begin your speech as long as it is effective.
THE Presentation Rubric

**Name:** __________________________________________________________

*Present this form to the Presentation Panel on scheduled date.*

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Provides an excellent introduction of self with professional attire.</td>
<td>Provides a good introduction of self with a more casual attire.</td>
<td>Provides an average introduction and attire.</td>
<td>Does not introduce self and/or may need guidance in attire.</td>
</tr>
<tr>
<td><strong>Posture and Eye Contact</strong></td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establish eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td><strong>Volume and Clarity</strong></td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 85% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 75% of the time.</td>
<td>Volume and clarity often too soft to be heard and/or understood by all audience members.</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Strong interest and enthusiasm about the career.</td>
<td>Demonstrates an interest and enthusiasm about career.</td>
<td>Tried to generate enthusiasm, but seemed somewhat faked.</td>
<td>Did not generate much interest in career being presented</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the career.</td>
<td>Shows a good understanding of the career.</td>
<td>Shows a good understanding of parts of the career.</td>
<td>Student does not seem to understand the career very well.</td>
</tr>
<tr>
<td><strong>Visual or Performance</strong></td>
<td>Visual shows an excellent understanding and shows considerable detailed work and creativity.</td>
<td>Visual shows a good understanding of career and shows considerable work and creativity.</td>
<td>Visual shows an average understanding of the career and shows the visual was completed.</td>
<td>Visual is not present or is lacking in substance.</td>
</tr>
</tbody>
</table>