

Senior Exhibition

The Senior Exhibition is a summative, cross-curricular project demonstrating student ownership of personal and academic qualities valued at LCHS. Each senior must choose an exhibition topic, master a body of knowledge, develop a research question to give shape and significance to his/her topic, and communicate a response in a formal research paper and public presentation. Essentially the Senior Exhibition is a capstone for applying the ESLRs; in order to successfully complete the Senior Exhibition, students must be resilient, self-directed, literate citizens who utilize their values-conscious thinking abilities to effectively communicate, thus making them responsible community leaders, ready for life beyond high school.

Overview

The successful completion of a Senior Exhibition is a requirement for graduation and a diploma from LCHS. As part of required senior curriculum, each student will take a Senior Exhibition class to guide and support the student through the process. While each senior will have the class as well as a mentor, it is ultimately the student's responsibility to manage his/her Senior Exhibition and guarantee its quality.

There are two tracks available for students to pursue: 1. A project-first exhibition or 2. A paper-first exhibition. For project-first exhibitions, students create an original work e.g., a science experiment, a work of art, etc. Students on project-first track present their original work in December before Christmas Break, and in the spring then write a research paper analyzing their creation in the context of the broader field and plan their exhibition. For paper-first exhibitions, students complete a series of research steps resulting in a research paper due before Christmas Break, and then take the thesis from that paper and bring it to life in an exhibition in the spring. Importantly, the final Senior Exhibition grade will appear on the student's transcript, and the student must pass the class in order to graduate from LCHS.

Students will be enrolled in a M7 Senior Project class taught by Mrs. Dodd, Mr. Holz, or Mr. Youngblood. These advising teachers will guide students through essential benchmarks and the advisor must approve all completed benchmarks. A student may not advance to the next benchmark until approval is given. A passing grade in the class is essential for graduation.

Mentor

Students are required to find a mentor. A mentor acts as a subject area expert, providing or facilitating rich resources for community engagement and relevant knowledge and information. The mentor relationship must be established by Thanksgiving and be available to attend the student's Senior Project Exhibition in late May.

Community Understanding and Participation

Parents must attend a Senior Exhibition meeting in order to gain an understanding of the project, both in significance and scope. Parents/guardians must also sign a form demonstrating their understanding of the project and its importance as a graduation requirement.

Mandatory field trips to a public library in the fall will support students in their research.

The Research Paper

In either track, the research paper relates the students' original ideas to the ideas of experts in the field. The paper is both informative and argument. It conveys appropriate and relevant research, demonstrates synthesis, analysis, and critical thinking around the topic, and seeks to persuade the reader in an authentic way. For paper-first exhibitions, the students' thesis evolves in response to deep reading and immersion in the chosen topic. For project-first exhibitions, the students' work takes the role of the thesis, and the student must relate that work to their contemporaries, reflecting on the creative process. In both cases, the paper must be a scholarly work 10-15 pages in length.

Final Presentation

Each presentation should be a living example of the student's original ideas. Whether an auditorium translation of a thesis from paper-first exhibition or the culmination of labor spent on a creative work in a project-first exhibition, the presentation should be accessible and engaging. Due to the nature of the project, students will need to determine the appropriate length of the exhibition. The exhibition must include a ten-minute question and answer. Besides this requirement, there is no time minimum, but the exhibition may not exceed one hour in length. Due to special cases, students may have the opportunity to do an additional presentation to a broader audience in a different format. For example, a student whose Senior Exhibition is on playwriting may wish to stage an original play in the evening for a larger audience.

Senior Exhibition Timeline

August 25 - November 25	<u>Paper-first and project-first research sequence:</u> <ol style="list-style-type: none">1. Initial topic development2. Working Bibliography/Reading Plan3. Annotated Bibliography4. Essential Question5. Thesis Statement6. Mentor Relationship Established7. November 25th YES TEST
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<p>November 29 - January 23 (end of semester 1)</p>	<p><u>Paper-first</u> 8. Paper outline and Draft 9. Finalized Paper Yes Test and Conference</p> <p><u>Project-first</u> 8. Project Plan 9. Completion of Project Yes Test and Conference</p>
<p>January 26 - February 13 (first 3 weeks of quarter 3)</p>	<p><u>Mini-class: Speech and Presentation Skills Workshop</u> - Direct Instruction - Authentic application of presentation skills through a required performance assessment</p>
<p>February 16 - April 12</p>	<p><u>Paper-first</u> Planning and creating exhibition</p> <p><u>Project-first</u> Research, drafting, revising, and editing research paper, placing project/experiment within the context of the broader field (The paper is different in nature than the paper-first papers and focuses on the outcome and significance of their project and its place in the context of the related field.)</p>
<p>April 13 - May 22</p>	<p>Senior Exhibition Completion April 13th Each student must complete a run-through of their exhibition, receive feedback and constructive criticism and will do the same for others.</p>
<p>Week of May 25-29</p>	<p>Senior Exhibitions daily 4-7 pm *Juniors are required to attend one afternoon of exhibitions and evaluate projects using rubric. This experience will be reflected upon in order to set personal goals and begin brainstorming for their Senior Exhibition.</p>

If the Student Fails

If a student fails the Senior Exhibition – if the research paper is incomplete and/or the exhibition is unsatisfactory and does not receive a 70% or higher – he or she must fix the paper and/or exhibition and re-present to a panel of teachers and administration. However, this “make up” exhibition is graded C (Satisfactory) or F (Unsatisfactory). *Note that if the senior fails to complete the Senior Exhibition at a satisfactory level, the senior will not receive an LCHS diploma and will not participate in the graduation ceremony.*

Grades

Formative Assessments (every four weeks) : 25%	Summative Assessment: YES TESTS: 75%
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Grading Scale

A+	100-98	C+	79-77
A	97-94	C	76-74
A-	93-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66
B-	83-80	F	65-0

Other Relevant Details, Moving Forward

- The ESLR Projects, begun this year, will be part of the preparation for the Senior Exhibition. The projects will be gathered and reflected upon at the end of Junior year. Students will begin the brainstorming process of their interests, skills, and areas for improvement through analysis of the projects.

- Faculty members are encouraged to function as mentors for students and increase the communal efforts surrounding the project.

- In order to prepare students for the demands of the project, each grade level will focus on specific skills.

9th: In English, world geography, technology classes, freshmen will develop MLA citation skills.

10th: In English, world history, and biology (or life science) classes, sophomores will master MLA citation skills and develop MLA bibliography skills.

11th: In English and US history and either earth science, chemistry, or physics classes, juniors will master MLA citations and annotated bibliography skills as well as the crafting of essential questions.

- The Senior Exhibition class will guide and support students through the project with specific steps. These steps will assist students every step of the way by providing guidance but encouraging student ownership of the project. These steps will be created from the following resources:

- <http://www.newschoolva.com/files/Sen-Ex-Handbook-2013.pdf>

- *The Craft of Research* by Wayne C. Booth et al

- *The Performance Assessment Handbook Volume 1 Portfolios and Socratic Seminars* by Bil Johnson

We, the undersigned student and parent/guardian, have read and fully understand the expectations and requirements of Senior Exhibition. Further, we pledge to work closely with the LCHS community in the hopes of mastering the expectations of Senior Exhibition.

Student Name (PRINT): _____

Student Signature: _____

Date: _____

Parent/Guardian Name (PRINT): _____

Parent/Guardian Signature: _____

Date: _____

Phone Number: _____

E-mail: _____

Parent/Guardian e-mail address (this allows me to easily update you on important due dates, progress, etc.): _____