

SHALOM

HIGH SCHOOL

Defense Of Graduation:

The D.O.G. Packet!

Property of _____

Congratulations! If you own one of these, that means you are getting ready for graduation!

This packet is designed to walk you through the process of preparing your DOG Portfolio. Please know that this it is your responsibility to keep track of these items and use this book as your guide. The staff who check over most of these items will only give you feedback for improvement twice. The third time you give this to a teacher, they will score the item as it is. **DO NOT WASTE A TEACHER EDIT.** It is important that you keep this packet in your binder, and do not lose it.

Please pay attention to the deadlines on the colorful page on the back of your binder!

(Final Revision for 2019-2020 SY)

DOG Packet: Table of Contents

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Defense Of Graduation
“Chunk One”

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Front Cover Sheet

(draft count checkoff)

Draft 1 _____

Draft 2 _____ (now score)

FRONT COVER SHEET

Directions: make a cover for you D.O.G. Portfolio (binder.) Make it your own.

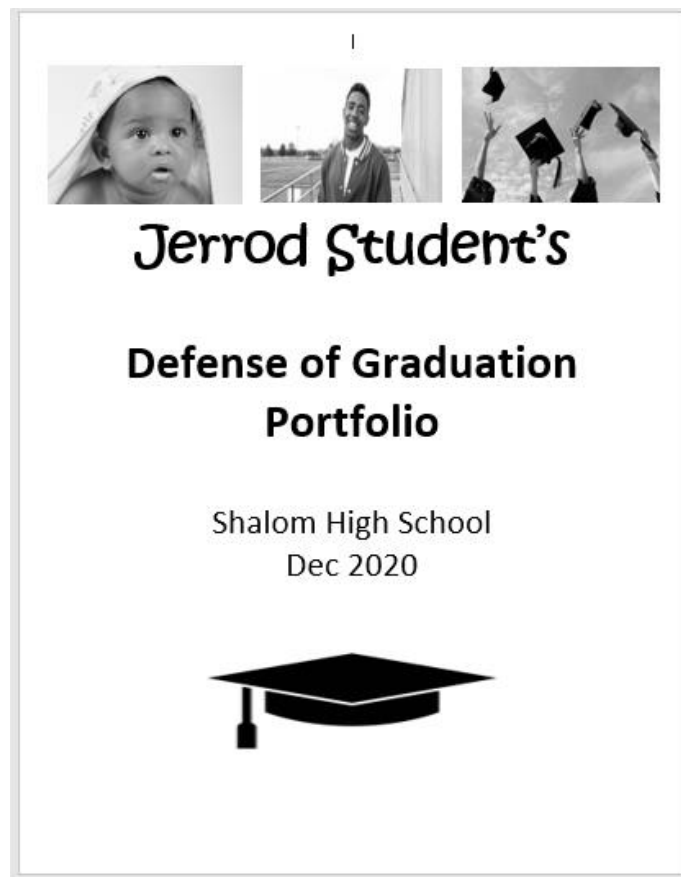
Required elements:

- Your full name
- “Defense of Graduation Portfolio”
- Clean, easy to read design

Optional elements:

- School name
- Class year
- Artwork
- Photographs

Maybe it looks something like this:



Or maybe yours looks better?

MAKE IT YOUR OWN!

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Defense Of Graduation Letter of Introduction (draft count checkoff)

Draft 1 _____

Draft 2 _____

Draft 3 _____ (now score)

Letter of Introduction – Scoring Rubric

| Point Value | Criteria | Comments & Advice (draft 1) | Comments & Advice (draft 2) |
|-------------|---|--------------------------------|--------------------------------|
| 4 | <p>Advanced/Exceeding</p> <ul style="list-style-type: none"> -Main idea clearly written -Ideas well-organized -Author’s voice/personality -Effective word choice -Sentence fluency/variety -Correct capitalization/ Punctuation and spelling | | |
| 3 | <p>Proficient</p> <ul style="list-style-type: none"> -Main idea clear -Ideas well organized -Evidence of author’s voice -Appropriate word choice -Good sentence structure -Occasional errors in capitalization, punctuation, and spelling | | |
| 2 | <p>Basic</p> <ul style="list-style-type: none"> -Main idea vaguely written -Ideas poorly organized and underdeveloped -Little personal voice -Occasion incorrect language usage -Poor sentence structure: run-ons and fragments -Inconsistent with capitalization, punctuation, and spelling | | |
| 1 | <p>Minimal Performance</p> <ul style="list-style-type: none"> -Main idea unclear -Ideas unorganized -No personal voice -Errors in sentence structure -Many errors with use of capitalization, punctuation, and spelling | | |
| 0 | <p>Unscoreable</p> | | |

Letter of Introduction

Students are required to write an introductory letter describing yourself, current situation, and future goals. Before beginning the writing process, students should fill out the pre-writing graphic. Make sure that your hard-copy letter is checked before you type it.

Requirements:

1. Three paragraphs
2. Typed in block letter format
3. Date, Salutation: Dear Committee Members
4. 12-font/Times New Roman

**Basic Paragraph Structure

| |
|--------------------|
| Describe Yourself |
| Current Situation |
| Future Goals/Plans |

INTRODUCTORY PRE-WRITE LETTER

| First Paragraph | Brainstorm Ideas |
|---|------------------|
| <p style="text-align: center;">Describe Yourself</p> <p>Describe your likes and dislikes. hobbies, special interests</p> <ul style="list-style-type: none"> • Describe your strengths. • Describe what excites you.. • Describe your work habits. • Interesting facts, revelations.. <p>Stems: <i>I would describe myself as....</i> <i>What most people don't know about me..</i> <i>Unlike my friends and family....</i> <i>One word that would describe me is...</i></p> | |
| Second Paragraph | Brainstorm Ideas |
| <p style="text-align: center;">My Current Situation</p> <p>Stems: <i>I am currently attending Shalom High School...</i> <i>In less than one month everything will change</i> <i>instead of.....I will be....</i> <i>As my high school years come to an end, I will</i> <i>begin a new life as ...</i> <i>An event that has defined my life is...</i> <i>My current situation is...</i></p> <p>What is your personal situation... I.e child, work, family, living situation, personal problems, new challenges .</p> | |
| Third Paragraph | Brainstorm Ideas |
| <p style="text-align: center;">Future Goals/or Plans</p> <ul style="list-style-type: none"> • Describe your future goals. • Describe what you're looking for in life after Shalom. • Describe your action plan <p>Stems: <i>My future goals are...</i> <i>In the future I intend to...</i> <i>I will pursue my dreams and aspirations by ...</i> <i>I expect in the next year I will be(living)</i></p> | |

Block Letter Format Example

Your **Letter of Introduction** should be set up like this:

Example

The diagram shows a block letter format with the following annotations and content:

- Equal space at top and bottom:** Indicated by arrows pointing to the top and bottom margins of the letter.
- Date:** October 4, 2019
- 4 spaces:** Indicated by an arrow pointing to the indentation of the salutation.
- 2 spaces:** Indicated by an arrow pointing to the indentation of the first paragraph.
- Single spaced:** Indicated by an arrow pointing to the first paragraph.
- Space between:** Indicated by an arrow pointing to the space between the first and second paragraphs.
- Space between:** Indicated by an arrow pointing to the space between the second and third paragraphs.
- 2 spaces:** Indicated by an arrow pointing to the indentation of the closing.
- 4 spaces (room for signature):** Indicated by an arrow pointing to the indentation of the signature.
- Equal space at top and bottom:** Indicated by an arrow pointing to the bottom margin of the letter.

Dear Shalom Committee Members,

I am writing this letter to blah blah blah bhal blah blah blah bhal blah blah blah
blah bhal blah blah blah blah blah bhal blah blah blah bhal blah blah blah blah
bhal blah blah blah blah bhal blah blah blah bhal blah blah blah bhal
blah blah bhal blah blah blah bhal blah blah bhal blah blah bhal blah bhal blah
blah blah bhal blah blah bhal blah bhal blah bhal blah bhal bhal bhal bhal

I am currently attending Shalom High School, and have made important blah blah bhal blah
blah bhal blah bhal blah bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal
bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal
bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal
blah blah bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal

After graduation, I see myself blah blah bhal blah blah bhal blah bhal blah bhal
blah bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal
bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal
bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal
blah blah bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal bhal

Sincerely,

Jerrod P. Estudiante
Jerrod P. Estudiante

Defense Of Graduation

**Letters of Recommendation
Verification**

Requirement: *Three letters of Recommendation. Only one letter may be from a Shalom High School Staff Member. Each letter is worth one point, for a total of three possible points on your score sheet.*

Letter # 1: verification Signature _____ (1 point)

Letter # 2: verification Signature _____ (1 point)

Letter # 3: verification Signature _____ (1 point)

Staff: Remember to sign and score this area on the student's score sheet

Suggestion for you to share with potential references:

In a letter of recommendation, some or all of the following would be useful

- The participants full name
- How you know the participant
- Length of time you have known the participant
- Areas of strength you have seen in the participant
- Job skills you have seen in the participant
- Any other useful information about the participant

Suggestion for the student:

- Remember to ask for a letter of recommendation in a polite way
- Give the letter writer plenty of time to complete the letter

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English:

“Journey To Shalom”

(draft count checkoff)

Draft 1 _____

Draft 2 _____

Draft 3 _____ (now score)

Directions: the “Journey to Shalom” is basically your life story until this point. It explains the events that led you to this moment in a detailed way, while exploring the changes and growth you’ve experienced as a student and a person.

Journey to Shalom – Scoring Rubric

| Point Value | Criteria | Comments & Advice (draft 1) | Comments & Advice (draft 2) |
|-------------|---|--------------------------------|--------------------------------|
| 4 | <p>Advanced/Exceeding</p> <ul style="list-style-type: none"> -Main idea clearly written -Ideas well-organized -Author’s voice/personality -Effective word choice -Sentence fluency/variety -Correct capitalization/ Punctuation and spelling | | |
| 3 | <p>Proficient</p> <ul style="list-style-type: none"> -Main idea clear -Ideas well organized -Evidence of author’s voice -Appropriate word choice -Good sentence structure -Occasional errors in capitalization, punctuation, and spelling | | |
| 2 | <p>Basic</p> <ul style="list-style-type: none"> -Main idea vaguely written -Ideas poorly organized and underdeveloped -Little personal voice -Occasion incorrect language usage -Poor sentence structure: run-ons and fragments -Inconsistent with capitalization, punctuation, and spelling | | |
| 1 | <p>Minimal Performance</p> <ul style="list-style-type: none"> -Main idea unclear -Ideas unorganized -No personal voice -Errors in sentence structure -Many errors with use of capitalization, punctuation, and spelling | | |
| 0 | <p>Unscoreable</p> | | |

Example “Journey to Shalom”

Jenine Estudante
March 6, 2018
Journey Essay

My Journey To Shalom

My name is Jenine Estudante. I was born in February of 1999 in the small city of Milwaukee Wisconsin. Every since I was born, my life hasn't been so easy. As a child I went through a lot of things that I didn't understand. Although some of that stuff is barely memorable, it affected me in every way possible. A lot of times in a negative way, thus explaining why I began to struggle in school. But even though I've struggled in the past with school and family, I am trying my best as of the present to make better choices and trust that I will be okay through whatever other storms I may have to weather.

Life as a Kid

As a kid a lot of the trials that I went through were a conflict within myself and a lot were not. For as long as I can remember, my mother was in and out of my life. I felt as though my mother didn't want me nor any of my other siblings. We lived with our aunt and at a young age I could never understand why. As any child would, I only longed for my mothers' love but that dream was crushed when I learned that my mother had gone to jail. Because I was a kid no one told me the full extent of what was going on, I only knew that my mother was on drugs. I soon began to cope with my mothers' absence but every jail visit was a bitter pill to swallow. Not long after me and my brother, who shared both mother and father, were at the center of a custody battle. We chose to live with our father and for a while I felt that I had a normal life, although I missed my sisters I was happy. Living with my father had introduced me to a whole new family that had consoled all of my cries and worries. I began to grow up and like any human being I

Example “Journey to Shalom” (Continued)

began to make mistakes. And when I did my father began to hit me. I had never been whipped by any man before so I was shocked. When the whippings continued I began to harbor hate for him. I resented him and soon began to act as though he didn't exist. He tried to talk to me about what was happening several times but he didn't know how to approach me and I myself didn't know how to react. I thought, how could he care that I was upset when I was upset because he hit me. I emotionally became untouchable it seemed and began to focus on more superficial and materialistic things, like what I was wearing and “having fun”. I hung out with my cousin a lot more. She was everything I was trying to be; Popular, She had a ton a friends, she always had on the newest clothes and all the boys liked her. Because we were always in each others company I couldn't help but to notice all the things she had that I was without. Each day my jealousy grew stronger and all I could do was make comparisons. I was smarter than her, I did good in school, I was a good kid, I didn't give my parents a quarter of the amount of trouble she gave hers so why did her parents lavish her with all that she asked when I couldn't get 5 dollars if I asked? I became so absorbed with what I did not have that I had no room in my life for anything but negativity. My insecurities mixed with anger took control of me and I began to feel inferior and I became depressed. I was unhappy and I felt like I would never be. I felt like life was not worth living anymore so I began to harm myself physically.

Battle with High School

When I began high school my struggles with the demons of depression continued and it drastically affected my grades. To me school was a social affair and because I was not social, a social affair was not where I wanted to be. I stopped taking school seriously.

.... And of course, her story continues until the day she wrote this. You should have a sense of the “Journey” from the above example.

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“Resume”

Requirement: one complete high school Resume that is professional and clean looking.

(draft count checkoff)

Draft 1 _____

Draft 2 _____

Draft 3 _____ (now score)

Directions: Choose a resume template from google docs that is easy for you to use. Create a professional looking resume that includes job experience, volunteer experience, skills, awards, and activities. The rubric on the next page will be used to grade your resume. The template that follows the rubric may not look like yours, but can be used to give you some ideas.

Resume Rubric

| | 4 | 3 | 2 | 1 |
|---------------------------------|--|---|--|--|
| Personal Information | <input type="checkbox"/> Bolded and easily read <input type="checkbox"/> Legal name <input type="checkbox"/> Complete address <input type="checkbox"/> Complete phone number | <input type="checkbox"/> Easily read <input type="checkbox"/> Name <input type="checkbox"/> Address <input type="checkbox"/> Phone number | <input type="checkbox"/> Clear <input type="checkbox"/> Incomplete name <input type="checkbox"/> Incomplete address <input type="checkbox"/> Incomplete phone number | <input type="checkbox"/> Unclear <input type="checkbox"/> Missing name <input type="checkbox"/> Missing address <input type="checkbox"/> Missing phone number |
| Headings | <input type="checkbox"/> Each heading serves a purpose for type of résumé <input type="checkbox"/> Pertinent information fits job objective or personal statement <input type="checkbox"/> Information listed in reverse chronological order <input type="checkbox"/> Well written descriptions <input type="checkbox"/> Criteria submitted meets stated objective | <input type="checkbox"/> Most headings serve a purpose for type of résumé <input type="checkbox"/> Includes pertinent information under each heading <input type="checkbox"/> Information in some order <input type="checkbox"/> Descriptions fairly well written <input type="checkbox"/> Most criteria meets stated objective | <input type="checkbox"/> Unnecessary headings included or lacking necessary headings <input type="checkbox"/> Gaps in pertinent information <input type="checkbox"/> Information in random order <input type="checkbox"/> Basic descriptions <input type="checkbox"/> Some criteria meets stated objective | <input type="checkbox"/> Incomplete headings <input type="checkbox"/> Lacking pertinent information <input type="checkbox"/> Information lacks dates <input type="checkbox"/> Incomplete descriptions <input type="checkbox"/> Criteria not relevant to stated objective |
| References | <input type="checkbox"/> Submits separate reference sheet and notes on résumé that references are available | <input type="checkbox"/> Notes that references are available | <input type="checkbox"/> Lists references on résumé | <input type="checkbox"/> No note or list of references |
| Appearance | <input type="checkbox"/> Typed; format correct <input type="checkbox"/> Thorough and on one page <input type="checkbox"/> Professional font <input type="checkbox"/> Correct grammar, usage, mechanics, spelling <input type="checkbox"/> Well organized, clean appearance | <input type="checkbox"/> Typed; format acceptable <input type="checkbox"/> One page <input type="checkbox"/> Easily read font <input type="checkbox"/> Few grammar, usage, mechanics, spelling errors <input type="checkbox"/> Adequately organized | <input type="checkbox"/> Typed; poor format <input type="checkbox"/> Crowded one page <input type="checkbox"/> Difficult to read font <input type="checkbox"/> Several grammar, usage, mechanics, spelling errors <input type="checkbox"/> Poorly organized | <input type="checkbox"/> Handwritten <input type="checkbox"/> More than one page <input type="checkbox"/> Difficult to read <input type="checkbox"/> Obvious grammar, usage, mechanics, or spelling errors <input type="checkbox"/> Lack of organization |
| Typos, Spelling /grammar | <input type="checkbox"/> No spelling, capitalization or grammar errors | <input type="checkbox"/> Very few errors. <input type="checkbox"/> Info may be abbreviated that should be spelled out | <input type="checkbox"/> Persistent pattern or error or contains a number of various errors | <input type="checkbox"/> Difficult to read because of errors |

Sample Resume for High School Students

Jane Doe
12 Snelling Avenue
St. Paul, Minnesota 55116
(651) 555-1111
jane.doe@spps.org

Education Highland Park Senior High, class of 2008 (3.8 GPA)

Experience

St. Paul Public Library—University Branch (June 2005-present)

- Maintained library database on checked-out materials.
- Coordinated volunteer program for Story Time.
- Organized card catalog to incorporate new materials.

National Honor Society (2003-present)

Participated in several volunteer activities, including: building a house for Habitat for Humanity (50 hours), collecting food for the St. Paul Food Shelf (80 hours), and organizing the Honor Society Induction Ceremony.

Activities

- National Honor Society (2003-present)
- French Club (2002-present)
- Cross Country (2002-present)
- Piano lessons (10 years)

Awards

- A Honor Roll, 8 quarters
- Outstanding French Student, 2004
- Volunteer of the Year, 2005

References

Available upon request.

Contact Information: should be at the top of your resume—include name, address, phone number, and e-mail (if you have it). Separate it out by centering it and making it bold. If you have a college address separate from a home address, use both.

Education: include graduation date and GPA if it is 3.0 or higher.

Formatting Experiences: (2 options)

1. Heading line (include title and dates) followed by bulleted list—see Work Experience as example.
2. Heading line (include title and date) followed by narrative list—see Volunteer Experience as example.

Writing About Experiences

Regardless of style, begin each phrase/sentence/bullet with an *active verb*. See the examples to the left: maintained, coordinated, organized, participated... see back of page for more examples.

Headings The expected headings would be: education, experience (work or volunteer), but the others are up to you. Use the ones that work best. Other possibilities: skills, additional experience, related experience, leadership experience, research experience, writing experience, computer experience, objectives, leadership, related coursework, work experience, volunteer experience, anything that fits your particular qualities.

General Formatting You should have 1 inch margins, major headings (like 'Education') on the left, then indent with additional information below—for example, notice how National Honor Society is lined up below St. Paul Public Library. Use a traditional font (New York, Arial, just not cursive...) at 12 point size. It should all fit on one page. Remember, it needs to be easy to read—keep it simple and organized!

Other things to remember:

- proofread, proofread, proofread!
- Check for punctuation and spelling.
- Check for format and style consistency.
- Show your resume to a friend.
- Use resume weight paper (available in copy centers).
- Pick a light, neutral color, like white or ivory.
- Laser print it or have it done at the copy center.
- Get matching envelopes and paper for cover letters.

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Community Service – Part 1

Although your community service documents are not due with “Chunk One” **you do need to start volunteering now.** There are 20 hours of volunteer time required, and you do not want to run out of time. The following page is to help you get started getting a placement and so you can get your hours in with enough time left to write your reflection and submit everything with “chunk two.”

Community Service Preparation – You Need 20 Hours – Time to Make a Plan!

Directions:

Go to the following website: mps.milwaukee.k12.wi.us/en/home.htm

- ➔ Hover over “students”
- ➔ Click on “Graduation Requirements”
- ➔ Click on “Community Service” - on the far right under college and career Readiness
- ➔ Click on “Map of organizations in need of volunteers” – on the right under “Learn More”
- ➔ Find 3 sites you can get to easily from home / work
- ➔ Make contact and try to make plans (ask your advisor if you can use your phone)

| Community Service Site & Contact Person | Contact information | Contact Made? | Plans Made? |
|---|---------------------|------------------------------|-------------------------------|
| | Email: | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes* |
| | Phone: | <input type="checkbox"/> No | <input type="checkbox"/> No |
| | Email: | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes* |
| | Phone: | <input type="checkbox"/> No | <input type="checkbox"/> No |
| | Email: | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes* |
| | Phone: | <input type="checkbox"/> No | <input type="checkbox"/> No |

Dates and Times of Plans Made:

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Defense Of Graduation

“Chunk Two”

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Defense Of Graduation “Community Service”

(reflection draft count checkoff)

Draft 1 _____

Draft 2 _____

Draft 3 _____ (now score)

Requirements: Community service tracking form, community service final evaluation, and community service reflection.

Community Service

20 Hours of approved community service is a graduation requirement for Shalom High School & Milwaukee Public Schools

Why community service?

- Students who participate in meaningful community service experiences are more likely to do well in school, graduate, and become responsible citizens.
- Youth volunteers can increase self-confidence, learn new skills, explore career options, build a resume, support causes they care about, meet new people, and have fun!

What qualifies as community service?*

To meet the MPS graduation requirement:

- Service hours must take place outside of academic class time.
- Service must be completed through a 501(c)(3) nonprofit organization or local government agency (for example, school district, library, police department).
- Service must be completed under the supervision of an adult at the organization.
- Service may not be part of a criminal justice sanction.
- You cannot be paid for your service.

How to find community service opportunities:

| | |
|---------------------------------|---|
| Ask yourself: | What careers interest me? What community issues do I feel strongly about? What skills, talents, and interests do I have to share? What organizations are near me? |
| Check out some websites. | Volunteers United: https://volunteer.unitedwaygmwc.org/need/ Map of organizations in need of volunteers: https://tinyurl.com/VolunteerOptionsMap |
| Find some contacts. | Search the websites of organizations you're interested in. Find out their locations. Find a phone number or email address for their volunteer coordinator. |

Required forms and other information are attached on the following pages.



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PUBLIC SCHOOLS

Community Service Tracking Form

Student Name: _____ Student ID #: _____

School: _____

| DATE | START TIME | END TIME | # OF HOURS | ORGANIZATION SERVED | SITE SUPERVISOR'S SIGNATURE |
|------|------------|----------|------------|---------------------|-----------------------------|
| | | | | | |
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Required Components: For each requirement listed below, record the date of completion on the line.

| | | | |
|---------------------|---------------------|--------------------------------|------------------------|
| Proposal form _____ | Tracking form _____ | Final evaluation form(s) _____ | Final reflection _____ |
|---------------------|---------------------|--------------------------------|------------------------|

I acknowledge successful completion of the GED0 #2 Community Service Requirement by the above student.

GED0 #2 Instructor's Name (please print): _____

GED0 #2 Instructor's Signature: _____

Date: _____

Upon completion, scan and upload all required components to Career Cruising and turn the originals of all forms in to your School Counseling office.



MILWAUKEE
PUBLIC SCHOOLS

Community Service Final Evaluation

Student Name: _____ Student ID #: _____

Organization Served: _____ Number of Hours Served at this Site: _____

SELF ASSESSMENT: Please indicate with an "X" how you rate your overall performance.

| | NEVER | RARELY | OFTEN | ALWAYS |
|---|-------|--------|-------|--------|
| STUDENT'S SELF ASSESSMENT | | | | |
| I showed responsibility by having 100% attendance and being on time. | | | | |
| I showed respect by speaking appropriately. | | | | |
| I showed professionalism by dressing appropriately for the work I would be doing. | | | | |
| I showed effort by working hard the entire time. | | | | |
| I showed pride by doing the best quality work I could do. | | | | |
| Comments: | | | | |

Student Name (please print) _____

Student Signature _____ Date _____

SITE ASSESSMENT: Please indicate with an "X" the overall performance of this student.

| | NEVER | RARELY | OFTEN | ALWAYS |
|--|-------|--------|-------|--------|
| SITE SUPERVISOR'S ASSESSMENT OF THE STUDENT | | | | |
| The student showed responsibility by having 100% attendance and being on time. | | | | |
| The student showed respect by speaking appropriately. | | | | |
| The student showed professionalism by dressing appropriately for the work he/she would be doing. | | | | |
| The student showed effort by working hard the entire time. | | | | |
| The student showed pride by doing the best quality work he/she could do. | | | | |
| Comments: | | | | |

Site Supervisor Name (please print): _____

Site Supervisor Signature: _____ Date: _____

Site Supervisor Telephone: _____ E-mail: _____

Community Service

Final Reflection Essay

Reflection is the final step required to meet the community service graduation requirement. Consider some of the questions below and share your thoughts in an essay of at least three paragraphs.

In documenting and reflecting on your service, you may include illustrated displays and videos, weblogs, written notes, scrapbooks, photo essays, journals, portfolios, etc.

At least one week before the end of the semester, upload all final documents to Career Cruising and submit the following documents to your community service advisor: proposal, tracking form, final evaluation, and final reflection. Thank you for serving your community! Well done!

| | |
|-----------------------|---|
| Recalling | <ul style="list-style-type: none"> • What did you plan to do? • What did you actually end up doing? • How would you describe the organization or site at which you served? • What happened as a result of your service? |
| Understanding | <ul style="list-style-type: none"> • When you think about the need you met or the problem you helped solve, what are some of the reasons that need or problem exists? • What did your service experience mean to you? • What do you think your service meant to others? How do you know? |
| Applying | <ul style="list-style-type: none"> • How has your community service changed your perspective on your own life, on your family members, or on your neighborhood? • What are some other situations in which you can apply what you learned about yourself and about the need you met? |
| Distinguishing | <ul style="list-style-type: none"> • What parts of your service experience were the most challenging for you? • How was your service experience similar or different from what you expected? |
| Judging | <ul style="list-style-type: none"> • How would you assess how well you met your goals at your service site? • What changes would you recommend in how your service site operates? |
| Creating | <ul style="list-style-type: none"> • What advice would you give to other students who will serve at your site? • What do you think the people you served have to offer our community? |

Each Section above is worth 4 points scored with the rubric on the next page, place the score in the category box above.

Total Score _____/6= _____ (record score on score sheet)

Community Service Scoring Rubric

| Point Value | Criteria | Comments & Advice (draft 1) | Comments & Advice (draft 2) |
|-------------|---|--------------------------------|--------------------------------|
| 4 | <p>Advanced/Exceeding</p> <ul style="list-style-type: none"> -Main idea clearly written -Ideas well-organized -Author’s voice/personality -Effective word choice -Sentence fluency/variety -Correct capitalization/ Punctuation and spelling | | |
| 3 | <p>Proficient</p> <ul style="list-style-type: none"> -Main idea clear -Ideas well organized -Evidence of author’s voice -Appropriate word choice -Good sentence structure -Occasional errors in capitalization, punctuation, and spelling | | |
| 2 | <p>Basic</p> <ul style="list-style-type: none"> -Main idea vaguely written -Ideas poorly organized and underdeveloped -Little personal voice -Occasion incorrect language usage -Poor sentence structure: run-ons and fragments -Inconsistent with capitalization, punctuation, and spelling | | |
| 1 | <p>Minimal Performance</p> <ul style="list-style-type: none"> -Main idea unclear -Ideas unorganized -No personal voice -Errors in sentence structure -Many errors with use of capitalization, punctuation, and spelling | | |
| 0 | <p>Unscoreable</p> | | |

SHALOM

HIGH SCHOOL

Defense Of Graduation “Social Studies”

Requirement: Artifact and Reflection

Draft 1 _____

Draft 2 _____

Draft 3 _____ (now score)

| | |
|--|--|
| Description Project/Assignment Score _____ | Clear statement about general assignment info Objective: goals/purposes of statement Teacher provided preparation activities 3 sentence minimum |
| Reason for Choice Score _____ x2= _____ | 3 Reasons for choosing project/assignment 3 sentence minimum |
| Concepts/Content Score _____ x2= _____ | 3 concepts/content (info learned) Explain idea of concept learned 3 sentence minimum |
| Skills Score _____ x2= _____ | 3 skills & explanation for how they're demonstrated 3 sentence minimum |
| Rate Performance Score _____ | Rating (either numerical or excellent/good/ok/poor) Part that student excelled Reason for poor performance What could have been done differently/better 3 sentence minimum |
| Grammar/Typos/Organization Score _____ x5= _____ | Grammar Appropriate punctuation Academically appropriate word choice and usage Typos Correct Spelling (see attached MPS Rubric for Scoring Writing) Organization Complete sentences (not run-ons, fragments) |
| Total: _____ / 13 = _____ (Final Score – Record on Score Sheet) | |

DOG Social Studies Artifact Reflection Prewriting Activity.

Directions: Find one assignment from your time in Social Studies class and answer the following questions about that assignment and everything done in class to prepare you for the assignment. You need to have complete sentences in each lettered line.

1. Description of Project/Assignment (3+ sentences)

-Write a clear statement outlining general information about the project given. (What were the goals/purpose for this project or assignment? What do you think were the big ideas the teacher wanted you to get from it? What were the activities that the teacher provided to get you ready?)

A. _____

B. _____

C. _____

2. Reasons for your choice (3+ sentences)

At least three reasons you chose the project/assignment (this could include personal interest, career path, good performance, real life application, study skills learned, enjoying the project, info that will help you understand current events... etc.

A. _____

B. _____

C. _____

3. Concepts/Content (3+ concepts, content, information learned)

-Explain the ideas/concepts/knowledge learned – What different information did you need to know?

A. _____

B. _____

C. _____

4. Academic Abilities (3+ sentences)

-Explain at least 3 academic abilities demonstrated in this project/assignment or in preparation for the assignment. – What are things you needed to be able to do?

You MUST explain HOW the ability is demonstrated. (Examples: locate main idea, problem-solve, analyze, interpreting, planning, note-taking, verbal/written communication, time management, public speaking, organizing information, develop hypothesis, critical thinking, cause and effect, graphing, teamwork, personal expression, investigate, examine, determining meaning, compare/contrast, research, creativity, data interpretation, explore relationships, summarize, develop main idea and supporting details)

A. _____

B. _____

C. _____

5. Rate Performance (3+ Sentences)

A. How did you do on the overall assignment? Excellent/good/ok/poorly?

Explain: _____

B. Was there a part you did really well with? Which Part?

C. Were you able to complete the assignment? If not, why?

D. Give reasons why you may have done poorly; attendance, personal reasons, etc.

E. What could you have done differently? What would you do differently if you could do

F. On a scale of 1-5 (5 highest) how did YOU feel like you did? This might be different than the grade you received. Explain.

NEXT STEP: Now that you are done with the pre-write, use what you have written here for your reflection essay. The first page of this packet becomes the first paragraph, the second page becomes the second paragraph, and the third page will be the basis of your third paragraph

SHALOM

HIGH SCHOOL

Defense Of Graduation

“Math”

Requirement: Artifact and Reflection

Draft 1 _____

Draft 2 _____

Draft 3 _____ (now score)

| | |
|--|--|
| Description Project/Assignment Score _____ | Clear statement about general assignment info Objective: goals/purposes of statement Teacher provided preparation activities 3 sentence minimum |
| Reason for Choice Score _____ x2= _____ | 3 Reasons for choosing project/assignment 3 sentence minimum |
| Concepts/Content Score _____ x2= _____ | 3 concepts/content (info learned) Explain idea of concept learned 3 sentence minimum |
| Skills Score _____ x2= _____ | 3 skills & explanation for how they're demonstrated 3 sentence minimum |
| Rate Performance Score _____ | Rating (either numerical or excellent/good/ok/poor) Part that student excelled Reason for poor performance What could have been done differently/better 3 sentence minimum |
| Grammar/Typos/Organization Score _____ x5= _____ | Grammar Appropriate punctuation Academically appropriate word choice and usage Typos Correct Spelling (see attached MPS Rubric for Scoring Writing) Organization Complete sentences (not run-ons, fragments) |
| Total: _____ / 13 = _____ (Final Score – Record on Score Sheet) | |

DOG Math Artifact Reflection Prewriting Activity.

Directions: *Find one assignment from your time in math class and answer the following questions about that assignment and everything done in class to prepare you for the assignment. You need to have complete sentences in each lettered line.*

1. Description of Project/Assignment (3+ sentences)

-Write a clear statement outlining general information about the project given. (What were the goals/purpose for this project or assignment? What do you think were the big ideas the teacher wanted you to get from it? What were the activities that the teacher provided to get you ready?)

A. _____

B. _____

C. _____

2. Reasons for your choice (3+ sentences)

At least three reasons you chose the project/assignment (this could include personal interest, career path, good performance, real life application, study skills learned, enjoying the project, info that will help you understand current events... etc.

A. _____

B. _____

C. _____

3. Concepts/Content (3+ concepts, content, information learned)

-Explain the ideas/concepts/knowledge learned – What different information did you need to know?

A. _____

B. _____

C. _____

4. Academic Abilities (3+ sentences)

-Explain at least 3 academic abilities demonstrated in this project/assignment or in preparation for the assignment. – What are things you needed to be able to do?

You MUST explain HOW the ability is demonstrated. (Examples: locate main idea, problem-solve, analyze, interpreting, planning, note-taking, verbal/written communication, time management, public speaking, organizing information, develop hypothesis, critical thinking, cause and effect, graphing, teamwork, personal expression, investigate, examine, determining meaning, compare/contrast, research, creativity, data interpretation, explore relationships, summarize, develop main idea and supporting details)

A. _____

B. _____

C. _____

5. Rate Performance (3+ Sentences)

A. How did you do on the overall assignment? Excellent/good/ok/poorly?

Explain: _____

B. Was there a part you did really well with? Which Part?

C. Were you able to complete the assignment? If not, why?

D. Give reasons why you may have done poorly; attendance, personal reasons, etc.

E. What could you have done differently? What would you do differently if you could do

F. On a scale of 1-5 (5 highest) how did YOU feel like you did? This might be different than the grade you received. Explain.

NEXT STEP: Now that you are done with the pre-write, use what you have written here for your reflection essay. The first page of this packet becomes the first paragraph, the second page becomes the second paragraph, and the third page will be the basis of your third paragraph

SHALOM

HIGH SCHOOL

Defense Of Graduation

“Science”

Requirement: Artifact and Reflection

Draft 1 _____

Draft 2 _____

Draft 3 _____ (now score)

| | |
|--|--|
| Description Project/Assignment Score _____ | Clear statement about general assignment info Objective: goals/purposes of statement Teacher provided preparation activities 3 sentence minimum |
| Reason for Choice Score _____ x2= _____ | 3 Reasons for choosing project/assignment 3 sentence minimum |
| Concepts/Content Score _____ x2= _____ | 3 concepts/content (info learned) Explain idea of concept learned 3 sentence minimum |
| Skills Score _____ x2= _____ | 3 skills & explanation for how they're demonstrated 3 sentence minimum |
| Rate Performance Score _____ | Rating (either numerical or excellent/good/ok/poor) Part that student excelled Reason for poor performance What could have been done differently/better 3 sentence minimum |
| Grammar/Typos/Organization Score _____ x5= _____ | Grammar Appropriate punctuation Academically appropriate word choice and usage Typos Correct Spelling (see attached MPS Rubric for Scoring Writing) Organization Complete sentences (not run-ons, fragments) |
| Total: _____ / 13 = _____ (Final Score – Record on Score Sheet) | |

DOG Science Artifact Reflection Prewriting Activity.

Directions: *Find one assignment from your time in science class and answer the following questions about that assignment and everything done in class to prepare you for the assignment. You need to have complete sentences in each lettered line.*

1. Description of Project/Assignment (3+ sentences)

-Write a clear statement outlining general information about the project given. (What were the goals/purpose for this project or assignment? What do you think were the big ideas the teacher wanted you to get from it? What were the activities that the teacher provided to get you ready?)

A. _____

B. _____

C. _____

2. Reasons for your choice (3+ sentences)

At least three reasons you chose the project/assignment (this could include personal interest, career path, good performance, real life application, study skills learned, enjoying the project, info that will help you understand current events... etc.

A. _____

B. _____

C. _____

3. Concepts/Content (3+ concepts, content, information learned)

-Explain the ideas/concepts/knowledge learned – What different information did you need to know?

A. _____

B. _____

C. _____

4. Academic Abilities (3+ sentences)

-Explain at least 3 academic abilities demonstrated in this project/assignment or in preparation for the assignment. – What are things you needed to be able to do?

You MUST explain HOW the ability is demonstrated. (Examples: locate main idea, problem-solve, analyze, interpreting, planning, note-taking, verbal/written communication, time management, public speaking, organizing information, develop hypothesis, critical thinking, cause and effect, graphing, teamwork, personal expression, investigate, examine, determining meaning, compare/contrast, research, creativity, data interpretation, explore relationships, summarize, develop main idea and supporting details)

A. _____

B. _____

C. _____

5. Rate Performance (3+ Sentences)

A. How did you do on the overall assignment? Excellent/good/ok/poorly?

Explain: _____

B. Was there a part you did really well with? Which Part?

C. Were you able to complete the assignment? If not, why?

D. Give reasons why you may have done poorly; attendance, personal reasons, etc.

E. What could you have done differently? What would you do differently if you could do

F. On a scale of 1-5 (5 highest) how did YOU feel like you did? This might be different than the grade you received. Explain.

NEXT STEP: Now that you are done with the pre-write, use what you have written here for your reflection essay. The first page of this packet becomes the first paragraph, the second page becomes the second paragraph, and the third page will be the basis of your third paragraph.

SHALOM

HIGH SCHOOL

Defense Of Graduation “Post – High School Plan” & Xello

Requirement: Xello Plan Completion &
Post-High Plan Essay

Draft 1_____

Draft 2_____

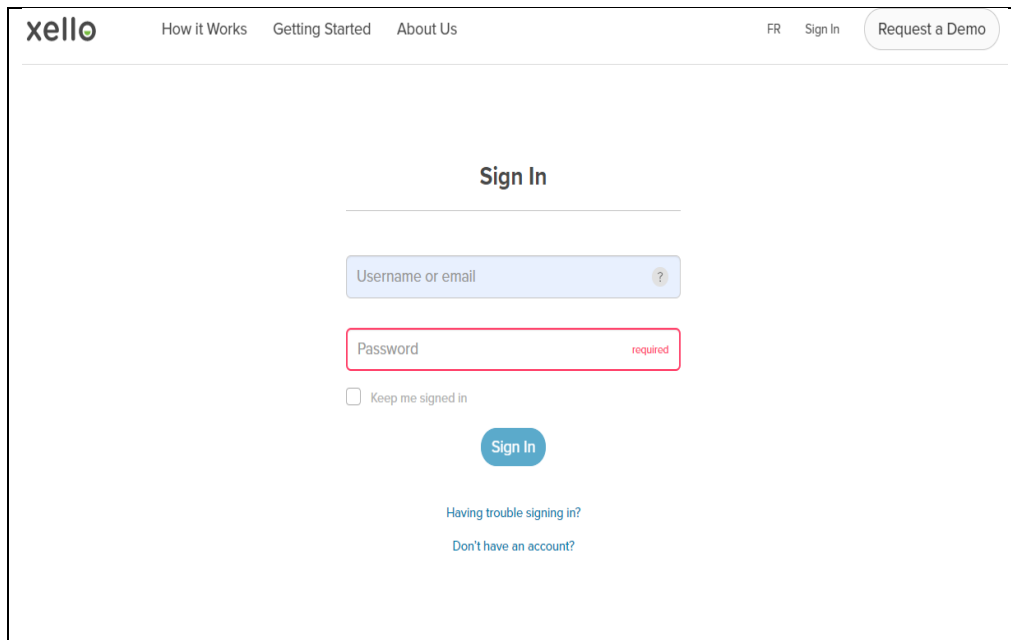
Draft 3_____ (now score)

Post-High School Plan Essay Rubric

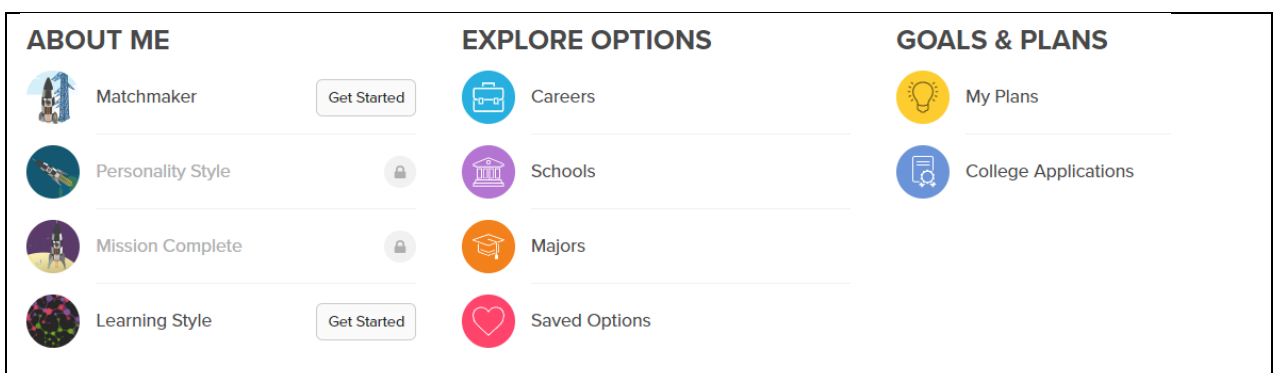
| | 4 Advanced | 3 Proficient | 2 Basic | 1 Minimal |
|---|---|---|---|---|
| Evidence _____ | Student has presented significant evidence of a plan already in action. Possible Included docs: acceptance letters & FAFSA awards certificate | Student has presented evidence of a plan already in action. Possible Included docs: Completed School Applications & Completed FAFSA Applications | Student has presented little evidence of a plan in action | Students has no evidence of a plan in action |
| Believability _____ | Student has realistic & achievable plans. Plans are a perfect fit for student. Student is aware of steps toward goal and is meeting necessary deadlines. | Student has fairly realistic & achievable plans. Plans are a good fit for student. Student is aware of steps toward goal and is planning to meet necessary deadlines. | Student plans are somewhat of a stretch/questionably realistic. Plans are a somewhat questionable fit for student. Student is aware of some steps toward goal as well as deadlines. | Student plans seem like an unsafe gamble. Plans do not seem to fit student. Student lacks awareness of many steps toward goal, may not be attentive to deadlines. |
| Writing Conventions _____ | <ul style="list-style-type: none"> -Main idea clearly written -Ideas well-organized -Author's voice/personality -Effective word choice -Sentence fluency/variety -Correct capitalization/Punctuation and spelling | <ul style="list-style-type: none"> -Main idea clear -Ideas well organized -Evidence of author's voice -Appropriate word choice -Good sentence structure -Occasional errors in capitalization, punctuation, and spelling | <ul style="list-style-type: none"> -Main idea vaguely written -Ideas poorly organized and underdeveloped -Little personal voice -Occasion incorrect language usage -Poor sentence structure: run-ons and fragments -Inconsistent with capitalization, punctuation, and spelling | <ul style="list-style-type: none"> -Main idea unclear -Ideas unorganized -No personal voice -Errors in sentence structure -Many errors with use of capitalization, punctuation, and spelling |
| Total Score _____ / 3 = _____ | | | | |

GET STARTED WITH xello

1. **Type** “login.xello.world” into your browser, or use the “Xello” bookmark in chrome’s TCY bookmarks folder.



2. **Your username** is MKE-87654321
(the numbers are your student number without the S.)
3. **Your password** is your birthday, with slashes
(example: 10/01/06)
4. **Which should take you here:**



More directions follow→

Part 1: Complete the “About Me” Section - It’s important that you take this seriously, it will suggest careers for you to consider based on what it learns about you.

-Start by completing the Match Maker Exercise:



Matchmaker

-Go on to complete the “personality style” assessment”



Personality Style

-Go on to complete the “Mission Complete” section:



Mission Complete

-Finish with the “Learning Style” Assessment:



Learning Style

Take Notes: what did you learn about yourself in each section?

| Match Maker | Personality Style | Mission Complete | Learning Style |
|-------------|-------------------|------------------|----------------|
| | | | |



Part 2a: Explore Options (careers)

-Start in the “careers” section

- Set the “education” filter by making sure you have the amount of education you want highlighted, and nothing else.
- Indicate the amount of money you would like to make per year using the sliding “minimum salary” tool
- **Read up on three careers** you prefer that are either a “good” or “excellent” match, and take notes below. Make sure and “save” those you really like.

| | | |
|------------------------------------|------------------------------------|------------------------------------|
| Career 1: <hr/> | Career 2: <hr/> | Career 3: <hr/> |
| Career Outlook: | Career Outlook: | Career Outlook: |
| Tasks/Responsibilities: | Tasks/Responsibilities: | Tasks/Responsibilities: |
| Workplace & Conditions: | Workplace & Conditions: | Workplace & Conditions: |
| Education/Training: | Education/Training: | Education/Training: |
| Pay: | Pay: | Pay: |



Part 2b: Explore Options (major)

- This section helps you consider whether the majors/certificates that would help you get to your career choice would be something you like.
- Read up and take notes. When you're done, make sure this is something you would really want to do. Save it if you like it.

| | | |
|---|---|---|
| Major 1: _____ | Major 2: _____ | Major 3: _____ |
| How long will it take: | How long will it take: | How long will it take: |
| What you would learn about & do: | What you would learn about & do: | What you would learn about & do: |
| Some courses: | Some courses: | Some courses: |
| Schools that offer it: | Schools that offer it: | Schools that offer it: |

Part 2c: Explore Options (schools)

- This section helps you find schools that can connect you with the careers and majors you saved in the last section
- Set the “Location” filter to a state you might go to school in. You can set other filters to get results you want.
- Indicate the amount of money you are comfortable spending by sliding the blue dots to set a maximum and minimum.
- Remember that in another state, you will pay Out-Of-State Tuition!!
- Read up on the schools that seem best to you, save them, and take notes below:

| School 1: | School 2: | School 3: |
|---|---|---|
| Setting: | Setting: | Setting: |
| Tuition: | Tuition: | Tuition: |
| Application Requirements: | Application Requirements: | Application Requirements: |
| Do they offer the major, diploma, or certification needed for the career you want? (circle one) Yes No | Do they offer the major, diploma, or certification needed for the career you want? (circle one) Yes No | Do they offer the major, diploma, or certification needed for the career you want? (circle one) Yes No |



Part 3a: Goals & Plans (making plans)

- **Start with School Applications.** The program will walk you through the process of applying to the schools you have saved.
- **Apply for FAFSA** – This will help you find the best loans and grants to help you pay for school. You also want to look into scholarships.
- **You need to save “evidence”** that you have applied for both schools and FAFSA for your DOG binder. Acceptance letters & Award letters are even better evidence!

You're almost there, now you need to type up your plan!! →



Part 3b: Goals & Plans (type up your plan)

-Click on “My Plans”

- Give it a name
- Link it to your first pick career that you saved in Part 2a
- Link it to a major related to your career that you saved in Part 2b
- Link it to a school that you saved in Part 2c that offers your major

-TYPE UP YOUR PLAN:

Go back over your notes on the last few pages and use the following outline to write your plan. Each section is its own paragraph This goes in your DOG binder along with evidence collected during part 3a

- I. **Introduction – About Me** – What you learned about yourself during the matchmaker, personality style, mission complete, and learning style assessments
- II. **Career** – Explain your career main goal and a fallback plan. Why is this career a good fit for you? Why does the fallback plan make sense too?
- III. **Major & School** – Describe the process of getting the certification for your career. Discuss the schools you have applied for, why you chose them, and the evidence that would make us believe you are on your way.

SHALOM

HIGH SCHOOL

Defense Of Graduation

Section Title Pages & Table of Contents

Draft 1____

Draft 2____

Draft 3____ (now score)

Directions: *Now that you have all the pieces for your DOG portfolio, you should organize it in a professional manner. Using the steps that follow, first create title pages for each section, and then create a table of contents. Title pages should have page numbers that are referenced in the table of contents.*

Part A: Determining page numbers for Section Title Sheets and Table of Contents

1. Put your graded DOG pieces in plastic page protectors, and arrange them in the following order inside your binder:
 - 1) Letter of Introduction,
 - 2) Journey to Shalom,
 - 3) Class Reflections {Science, Math, Social Studies},
 - 4) Community Service Log and Reflection,
 - 5) Resume,
 - 6) Career Cruising and Reflection,
 - 7) Letters of Recommendation,
2. Because you want your binder to flow like a book, anything that is stapled must be separated into individual sheet protectors (if double sided) or put back-to-front (if single sided.) You want there to be writing on the front and back of most pages but **Keep all sections separate – even if it means there are a few blank back pages. Do not put the first page of a new section on the back of a previous section.**
3. In between each of the sections, place an empty sheet protector. This is where your section title sheets will go.
4. Count the **pages** to determine the page number of each section title sheet. **Take notes of page numbers on the chart on the next page→**

As you fill out the chart with the page numbers where each section begins, remember that the blank section title pages also count as a page number.

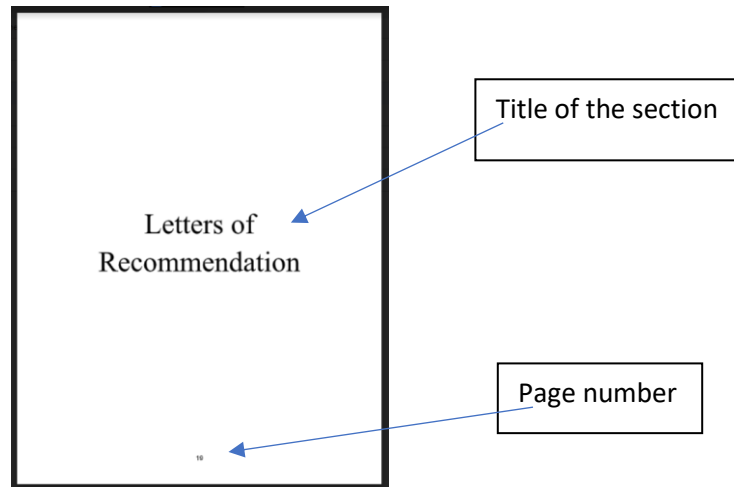
| | Section | Page |
|----|---|-------------|
| 1. | Letter of Introduction (the blank page protector) | 1 |
| 2. | Journey to Shalom | |
| 3. | Class Reflections: | |
| | Science | |
| | Math | |
| | Social Studies | |
| 4. | Community Service Log and Reflection | |
| 5. | Resume | |
| 6. | Career Cruising and Reflection | |
| 7. | Letters of Recommendation | |

Start making note of page numbers here

Once you have the chart above filled out with page numbers, you are ready to go on to “Part B” on the next page. You will also use this chart for “Part C” when you create your table of contents.

Part B: Creating Section Title Pages

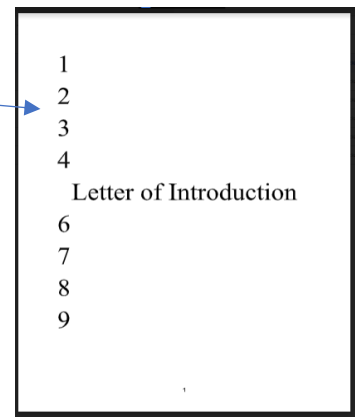
Now you will create title pages for each section of your DOG binder. They should look like this example of the “Letters of Recommendation” title page (but your page number will probably be different):



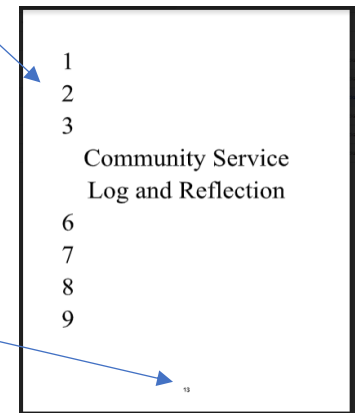
Directions for creating Section Title Pages. These will all be in one google docs file.

1. Open a new google doc
2. Under **File** click on **Page setup**
3. Change all 4 margins to 1 and click **Ok**
4. Make sure the Font is **Times New Roman**
5. Make sure the Font Size is **48**
6. Change Align to **Center**
7. Type in the Name of the Section: **Letter of Introduction** or **Community Service Log and Reflection. Remember you need to create a page for each section, so you are making 7 pages total.**
8. Place the cursor in front of the first letter of what you just typed

8a. If the name of the section is a single line :
Letter of Introduction hit the **Enter** key **4** times.



8b. If the name of the section is two lines:
Community Service Log and Reflection hit the **Enter** key 3 times.



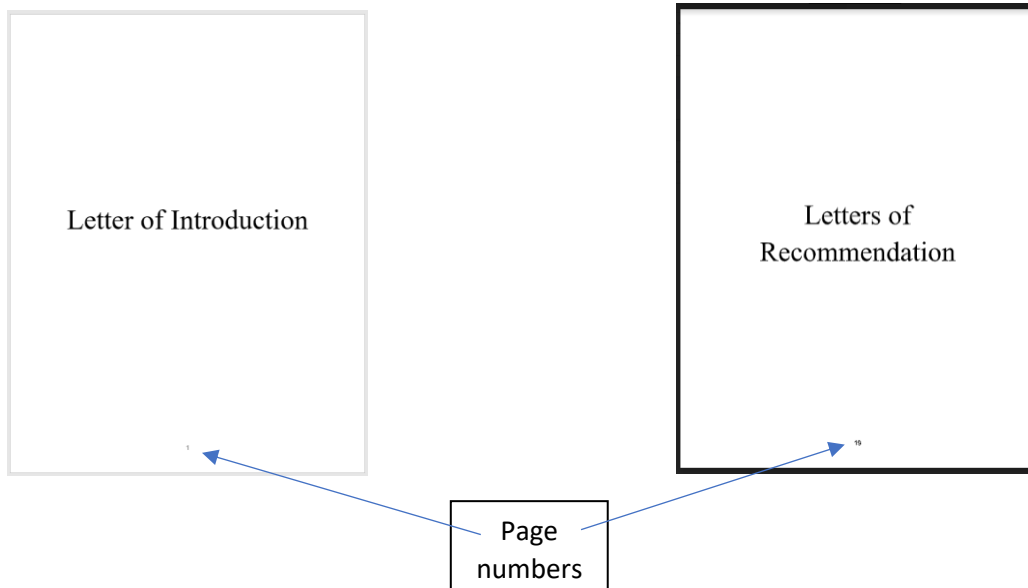
9. Under **Insert** click on **Headers & page number** then click on **Footer**

10. With the cursor in the Footer box change the **Align to Center**

11. Type in the correct page number from the chart you filled out at the end of “Part A”

12. Once you have created all 7 section title pages you should hit “**Print**”

13. If yours look like the examples below, you can insert the Section Title Pages you just made into the blank page protectors in your binder.



14. Now you are ready to create your table of contents page. Go on to part C on the following page.

Part C: Creating Your “Table of Contents”

The very first page in your DOG binder will be your table of contents. It does not get a page number. Although your page numbers will probably be different from the example, it should look something like this:

| Section | Page |
|---|------|
| 1. Letter of Introduction | 1 |
| 2. Journey to Shalom | 3 |
| 3. Class Reflections: | 6 |
| Science | |
| Math | |
| Social Studies | |
| 4. Community Service Log and Reflection | 13 |
| 5. Resume | 17 |
| 6. Career Cruising and Reflection | 19 |
| 7. Letters of Recommendation | 23 |

Your page numbers will probably be different than this example

To Create your table of contents page:

Note: Before creating the Table of Contents make sure you have already created your section title pages and recorded their page numbers using the steps in “Parts A & B” on the last few pages of this packet. You should already have a chart filled out that has the page number information you need.

1. Under **File** click on **Page setup**
2. Change all 4 margins to 1 and click **Ok**
3. Make sure the Font is **Times New Roman**
4. Make sure the Font Size is **24**
5. Change Align to **Center**

6. Click to activate **Bold**
7. Type **Table of Contents**
8. Deactivate **Bold**
9. Hit **ENTER** once
10. Change Align to **Left**
11. Change Font Size to **18**
12. Go to **Insert**
13. Click on **Table**
14. Highlight **3x11**
15. Adjust the size of the columns
16. Use **Bold** for **Section** and **Page**
17. Deactivate **Bold**
18. Please note that **only the “Section Title Pages” get page numbers.** Your Science, Math, and Social Studies reflections are listed in the Table of Contents but **do not** have their own cover sheets or page numbers listed. You only need one page number for the “Class Reflections” title page.
19. Place your information in the table
20. Change the Align for the **Page** column to **Center**
21. Change the Align for **Science Math Social Studies** to **Right**
22. Now you have your table of contents page: **HIT PRINT AND PUT IT IN A PAGE PROTECTOR AT THE BEGINNING OF YOUR BINDER!**

| Section | Page |
|---|------|
| 1. Letter of Introduction | 1 |
| 2. Journey to Shalom | 3 |
| 3. Class Reflections: | 6 |
| Science | |
| Math | |
| Social Studies | |
| 4. Community Service Log and Reflection | 13 |
| 5. Resume | 17 |
| 6. Career Cruising and Reflection | 19 |
| 7. Letters of Recommendation | 23 |

SHALOM

HIGH SCHOOL

Defense Of Graduation “Chunk Three”

Presentation Slide Show

Directions: Now you will make the visual aid “slide show” for your presentation. Although this is scored in the presentation, you want to use your advisor’s help to get it as perfect as possible! The following pages are to help you set up your slide show.

D.O.G. Slideshow Presentation – Outline & Guidelines

Presentation Requirements:

- 17 Minute Presentation (15-20 minutes acceptable)
- Explains why you are prepared to graduate
- Transition smoothly from topic to topic

Slideshow Recommendations:

- Create an Interesting Title/Topic for each slide
- Most slides need 3-4 bullet points (main ideas of what you will discuss)
- Think of and find a picture/image appropriate to each slide
- Title font is larger than bullet point font
- Fonts size between 30-50 point
- No Sentences! No paragraphs
- 9-14 slides

Outline:

Slide#1- Introduction, Welcome, & Title of Presentation (Like a book cover)
(Introduce and discuss yourself while this slide is up)


| |
|---|
| <p>Welcome Title of Slideshow</p> <div style="border: 1px solid black; width: 40%; margin: 20px auto; text-align: center;"><p>Image Here</p></div> <p>Student Name</p> |
|---|

Slide#2 - Overview of what you will be presenting (Like a table of contents)

| | |
|--|--|
| <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ | <div style="border: 1px solid black; width: 80%; margin: 20px auto; text-align: center;"><p>Image Here</p></div> |
|--|--|

Slide#3 – Topic - Social & Emotional Growth in High School


(Who are you? What are your interests? How did you end up at Shalom? How have you grown and matured as a person?)

| | |
|---|--|
|  | <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |
|---|--|

Source: Journey to Shalom Essay & Letter of Introduction

Ideas:


Slide#4 - Topic - Academic Growth in High School (General Info about how you've grown and matured in taking school seriously or improving your grades)

| | |
|--|---|
| <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |  |
|--|---|

Source: Journey to Shalom Essay & Academic Reflections

Ideas:


Slide#5 - Topic – Math (How you've developed math skills & how you will use them in life)

| | |
|---|--|
|  | <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |
|---|--|

Source: Academic Reflection

Ideas:

Slide#6 - Topic – Science (How you've developed science skills & how you will use them in life)

| | |
|--|---|
| <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |  |
|--|---|

Source: Academic Reflection

Ideas:

Slide#7 - Topic – Social Studies

(How you've developed Social Studies skills & how you will use them in life)

| | |
|-----------------------|--|
| <p>Image Here</p> | <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |
|-----------------------|--|

Source: Academic Reflection

Ideas:

Slide#8 - Topic – English (How you've developed English skills & how you will use them in life)


| | |
|--|-----------------------|
| <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ | <p>Image Here</p> |
|--|-----------------------|

Source: Academic Reflection

Ideas:

Slide#9 - Topic – Community Service

(what you did, what you learned, & how the experience will affect you in life)


| | |
|---|--|
|  | <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |
|---|--|

Source: Community Service Reflection

Ideas:

Slide#10 - Topic – Personal Interests (OPTIONAL-only as it relates to future plans)

(Hobbies, things you do, things you like, and how these relate to your future plans)


| | |
|--|---|
| <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |  |
|--|---|

Source: Your brain & Letter of Intro

Ideas:

Slide#11 - Topic – Future Goals


(What you want to do in life? Where might you be in 5-10 years. Describe Goal A & B)

| | |
|---|--|
|  | <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |
|---|--|

Source: Career Comparison Chart & Post HS Plan

Ideas:

Slide#12 - Topic – Action Plan (What steps have you taken, what are your next steps, what are the steps after that to get you to Goals A & B? We like to hear dates! Discuss evidence found in binder!)

| | |
|--|---|
| <p>Title: _____</p> <ul style="list-style-type: none">• _____• _____• _____ |  |
|--|---|

Source: Career Comparison Chart & Post HS Plan

Ideas:

Slide#13 - Topic – Goodbye and Thank You

Slide Title

**Image
Here**

D.O.G. PRESENTATION DAY!!

What do I wear?

For the Gentlemen:

- Khaki, cotton, linen, or twill pants (ironed)
- Polo Style Shirt with Collar
- Cotton or Linen Long Sleeved Shirt with Collar
- Belt
- Dress Shoes (no sneaks)
- *Shirts should be tucked in
- *"Saggin'" pants are not acceptable
- * A tie is a nice touch!

For the Ladies:

- Khaki, cotton, linen, or twill pants (ironed)
- Polo Style Shirt with Collar
- Cotton or Linen Long Sleeved Shirt with Collar
- Short or Long Sleeved Dresses
- Sun Dresses or Maxi Dresses with cardigan sweater
- Belt
- Dress shoes (no sneaks)
- If wearing heels make sure you are comfortable to stand and walk for a reasonable amount of time.
- Dresses or skirts should not be a mini

What not to wear:

- Clothing that would work well for the beach, yard work, parties, spots or exercise
- Dresses or shirts with spaghetti straps, open backs, or low-cut tops
- Blue jeans, shorts, sweatpants, overalls, or leggings
- Midriff tops, printed t-shirts, sweatshirts, muscle shirts

CONGRATULATIONS! You're on your way to GRADUATION!



If you have this paper it means you are getting there this year! This form will help you make sure that you are ready to present your **Defense Of Graduation**. Below you will find a list of needed items, and the staff member that will need to score them. Once you have each portion completed, you **MUST** see each person listed and have them sign off and score it. Signatures do not need to be received in order. Once you have received ALL signatures for chunks 1 & 2... you can prepare your presentation!!!

| Portfolio Item | Who | Score | Signature | |
|---|-----------|--|-------------|---------|
| Front Cover Sheet | Advisor | ___ of 1 | | Chunk 1 |
| Letter of Introduction | Advisor | ___ of 4 | | |
| Letters of Recommendation | Sam | ___ of 3 | | |
| Journey to Shalom | Ms. Mary | ___ of 4 | | |
| Resume | Tony | ___ of 4 | | |
| Community Service Log & Reflection | Ms Denise | ___ of 4 | | Chunk 2 |
| Social Studies Artifact & Reflection | Mr Joe | ___ of 4 | | |
| Math Artifact & Reflection | Ms. A | ___ of 4 | | |
| Science Artifact & Reflection | Carol | ___ of 4 | | |
| Xello / Post-HS Plan (TBD) | Ms W | ___ of 4 | | |
| Table of Contents & Section Title Pages | Advisor | ___ of 1 | | Chunk 3 |
| Presentation Slide Show | Advisor | Scored in presentation | | |
| Presentation Schedule & Dress Code Discussion | Ms Denise | 0 | Date: _____ | |
| Total Portfolio Score: | | _____ of 37 (minimum score of 28 required) | | |

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