

Piscataway High School  
HWC Final Exam  
Project Handbook



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## BACKGROUND INFORMATION

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### ***What is the HWC Final Exam Project?***

The Piscataway High School History Department has created a real-world project for students to exhibit proficiency in the NJ CCCS 6.3.12 Curriculum Progress Indicators. The HWC Final Exam Project (FEP) is modeled on the PHS Senior Project. The HWC FEP's main goal is to allow for student choice, creativity, and challenge while showcasing student knowledge and skills learned as a student in the course. All students have the option to select 1 of 5 project topics and each topic has two different prompts. Essentially, students may choose from 10 different assignments to exhibit proficiency and understanding. All options require marking period benchmark conferences using a 20 point rubric.

### ***How will my FEP be graded?***

The FEP will be completed over the course of the year and will count as the students' FINAL EXAM for HWC. The final exam is 12% of the final grade for HWC. The FEP will be assessed with a 100-point rubric. Students may earn up to 20 points each marking period during benchmark conference days. The final 20 points will be assessed on the day of the FEP presentation.

### ***Why have a FEP?***

The FEP provides students with an opportunity to take ownership of their education and a chance to set their own avenue for learning. Students make valuable connections about what they have learned or are currently learning to something they are interested in through hands on experiences. FEP will provide valuable experiences and skills for a student's future—whether they plan to attend a four-year university, a two-year community college, a trade school, or enter the work force or armed services—because it promotes higher-order thinking and taps into a student's true passions. Ultimately the FEP is self-directed, with guidance from the HWC teacher, and should mirror real-world opportunities such as personal, professional, intellectual and social growth.

### ***What happens if a student fails or does not do the project?***

If a student fails or does not complete a FEP, the student will be required to take a written final exam for the course. The two grades will be averaged together to determine a student's final exam grade for HWC. (Please note that the final exam counts for 12% of the final grade.) ***\*\*The student must notify the HWC teacher 48 hours prior to the scheduled FEP presentation, if the student has failed to complete the FEP, so that the teacher may make provisions to provide the written exam.\*\****

## **TIMELINE**

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### **September / October / November - MP1**

- All teachers will introduce the FEP to HWC Classes.
- All students will be given a copy of the HWC FEP Handbook.
- Students will decide how they will track/record project log.
- Students will develop a proposal & timeline of activity.
- Teachers (& students) will determine MP1 & MP2 Benchmark (BM) conference dates.
- Students & Teachers will conference & collaborate while reviewing proposals, logs, contracts & timelines during MP1.
- Rubric will be used to assess progress.

### **November / December / January - MP2**

- Students will continue to add to their logs.
- Students will create a list of 10-15 sources in MLA format.
- Teachers will provide mini-lessons on MLA format when needed.
- Students will create mind maps/concept maps/take notes for project.
- Students will log all vocab words that needed defining to fully understand the prompt.
- Teachers (& students) will determine MP3 Benchmark (BM) conference dates.
- Students & Teachers will conference & collaborate while reviewing resources, logs, & any changes to timelines during MP2.
- Rubric will be used to assess progress.
- PROPOSALS CANNOT BE CHANGED AFTER MP2 BM.

### **February / March / April - MP3**

- Students will continue to add to their logs, using feedback from MP2 BM.
- Students will narrow down the list of resources and begin to create the annotated bibliography of 5-7 specific sources.
- Teachers will provide mini-lessons on MLA format when needed.
- Students will create mind maps/concept maps/take notes for project.
- Students will log all vocab words that needed defining to fully understand the prompt & any articles read/used for the annotated bibliography.
- Teachers (& students) will determine MP4 Benchmark (BM) conference dates.
- For MP3, Students & Teachers will conference & collaborate while reviewing annotated bibliography, logs, etc, while reflecting on feedback from MP2.
- Rubric will be used to assess progress.

### **April / May / June - MP4**

- Students will continue to add to their logs, using feedback from MP3 BM.
- Students will prepare a final draft of their presentation.
- Students who chose the movie option will present a complete script.
- Students who chose the presentation option will present their notecards/slideshow/animation.
- Students will peer review each other's drafts before submitting their draft to the teacher, who will also review the drafts and provide feedback.
- Students will chose a time slot to present their final exam project.
- Teachers will provide mini-lessons on MLA format when needed.
- Rubric will be used to assess progress during MP4 peer reviews & BM conferences.
- Students will present their FEP during a chosen time slot.
- FEP presentations will begin on the first review day, continue during the second review day, and commence during the final exam period scheduled for course.
- The final exam presentation rubric will be used for the FEP presentation.

**Marking Period 1 Benchmark**

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Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_

Final Exam Project Topic and Option: (Heading 2.5 pts.)

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Provide a brief description of your intended outcomes and what you hope to learn: (5 pts.)

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Provide a detailed timeline of your potential plan to achieve your goal of researching your topic, vocabulary investigated, and preparing a 5 minute presentation/movie. (5 pts.)

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Signatures (2.5 pts.)

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Feedback:

Student Reflection:

## Marking Period 2 Benchmark

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Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Final Exam Project Topic and Option: (Heading 2.5 pts.)

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List 10-15 sources you plan on using for your research. Sources must be in proper MLA format with links to the sites. Electronic document preferred. (15 pts.)

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Signatures (2.5 pts.)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Feedback:

Student Reflection:

## Marking Period 3 Benchmark

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Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Final Exam Project Topic and Option: (Heading 2.5 pts.)

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Annotated Bibliography format of 5-7 sources you have used in the creation of your final project. Sources must be in proper MLA. Annotated Bibliography format must have links to the sites. Electronic Document Preferred. (15 pts.)

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Signatures (2.5 pts.)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Approval Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Feedback:

Student Reflection:



## Marking Period 4 Benchmark

Peer Reviewer: \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

Final Exam Project Topic and Option:

\_\_\_\_\_

\_\_\_\_\_

<b>PRESENTATION</b> <b>(20%)</b>  <i>Graded by</i> <i>Peer</i>	<b>Reflection</b> a. Individual provides insightful reflection paragraph on chosen topic _____/5
	<b>Content</b> a. Presentation delivered with precision b. Meets the needs of the standard option chosen _____/5
	<b>Delivery</b> a. Appropriate level, speed, and tone b. Makes eye-contact with the audience (or camera) c. Body language/props/set _____/5
	<b>Visual</b> a. Can be seen throughout the classroom b. Appropriately incorporated into the presentation c. Uses technology that enhances presentation _____/5

**GRADE:** \_\_\_\_\_/20

**PEER FEEDBACK:**

**TEACHER FEEDBACK:**

## Final Presentation

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Period: \_\_\_\_

Final Exam Project Topic and Option:

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<b>PRESENTATION</b> <b>(20%)</b>  <i>Graded by</i> <i>Teacher</i>	<b>Reflection</b> a. Individual provides insightful reflection paragraph on chosen topic	_____ /5
	<b>Content</b> c. Presentation delivered with precision d. Meets the needs of the standard option chosen	_____ /5
	<b>Delivery</b> d. Appropriate level, speed, and tone e. Makes eye-contact with the audience (or camera) f. Body language/props/set	_____ /5
	<b>Visual</b> a. Can be seen throughout the classroom b. Appropriately incorporated into the presentation c. Uses technology that enhances presentation	_____ /5

**GRADE:** \_\_\_\_\_ /20

Benchmark MP1 Grade \_\_\_\_\_

FINAL COMMENTS:

Benchmark MP2 Grade \_\_\_\_\_

Benchmark MP3 Grade \_\_\_\_\_

Benchmark MP4 Grade \_\_\_\_\_

Presentation Grade \_\_\_\_\_

Final Exam Grade \_\_\_\_\_ / 100

## Final Exam Project Options

### 6.3.12.A.1

1. **Make a Movie:** You are a member of Congress. You and three other members of Congress have decided that in order to solve a current problem you are going to write up a bill and present it to Congress. Your bill must be persuasive since it must pass by a majority vote in the House & the Senate. If all goes well & your bill passes & is signed by the president your bill will become law. Each group should make a five-minute presentation to introduce your bill and ensure it will become a law.
2. **Make a Presentation: Supreme Court Ideology:** Make a list of the Supreme Court Justices. For each justice, write a short paragraph on his or her judicial philosophy. For each justice, select a case from 2011-2013 for which they wrote a majority or minority opinion. Briefly, explain the case and that justice's reasoning in the case. [www.oyez.org](http://www.oyez.org). Create a presentation and include a slide for each justice.

### 6.3.12.A.2

1. **Make a Movie:** You are a member of Congress presenting information on either slavery, child labor, or other unfair labor practices in America. Your presentation will evaluate the extent to which your topic is a concern in both the United States and internationally. Propose a solution the international community would agree upon.
2. **Make a Presentation:** Create a presentation on slavery, child labor, and/or other unfair labor practices in both the United States and internationally. Using research evidence from multiple sources, evaluate the extent to which this is an international problem and propose a solution the international community would agree upon.

### 6.3.12.C.1

1. **Make a Movie:** You are a member of an international organization (United Nations, World Bank, International Monetary Fund, etc.). You and other members must choose an economic problem (inflation, unemployment, debt/deficit, minimum wage, etc.) and research evidence from multiple sources to develop a plan of action to address the problem.
2. **Make a Presentation:** As a member of a Congress, you (and your partner, if working with a peer) must focus on one economic problem (inflation, unemployment, debt/deficit, minimum wage, etc.), research evidence from multiple sources and develop a plan of action to address the problem.

#### 6.3.12.D.1

1. **Make a Movie:** You are a member of Congress debating current governmental practices and laws affecting national security and/or individual civil rights/privacy. You and other members will choose a practice/law and determine if it should remain the same, be updated, or discarded.
2. **Make a Presentation:** As a member of Congress, you (and your partner, if working with a peer), will analyze a current governmental practice or law. Using research evidence from multiple sources determine if it should remain the same, be updated, or discarded.

#### 6.3.12.D.2

1. **Make a Movie:** You are a member of Congress. Choose a current foreign policy issue. Analyze the issue by considering current and historical perspectives. Examine strategies taken and present possible future actions for sustained peace between the U.S. & other countries.
2. **Make a Presentation:** As a member of Congress, you (and your partner, if working with a peer), will select a foreign policy issue, analyze the issue by considering the current and historical perspectives and examine the strategies taken in the past. Finally, you will present possible future actions for sustained peace between the U.S. & other countries.