

Snake River High School
SENIOR PROJECT
HANDBOOK
2014-2015



The Three Main Components of the Senior Project

The Actual Project:

The Senior Project is an opportunity for students to learn about, research, apply, and present something that interests the student. In addition the student will need to do some kind of service for the community that is somehow related to the project. **The project and service combined should take a minimum of 25 hours.** The student will need to work with an adult mentor who has experience and expertise in the area that the student has selected. The student will need to keep in contact with the mentor throughout the entire process of the project and service phase. The mentor could be a family friend, family member, teacher (who is not the student's senior advisor), or any other adult who can help the student be successful.

The following are some examples of what a Senior Project could be:

- **A physical product:** painting, scientific model, fashion outfit, computer program, rebuilt engine, cabinet
- **A written product:** short story, book of poetry, novelette, newspaper articles
- **A performance:** dance or singing recital, theatrical production, video creation, produce a fashion show
- **A teaching or leadership experience:** teach junior high health classes about teen alcoholism, coach a little league team
- **A physical experience:** learn to scuba dive, run a marathon, start a fitness program
- **A career- related project:** investigate a career by working in the field with someone whose currently employed in the area and produce a document related to that field (brochure, guide, pamphlet)
- **A technology project:** develop a home page on the world wide web, create a video game, build a robot, draw blue prints

The Paper:

- A research paper that proves a specific thesis- MLA documentation style, 6-10 pages in length, 6-10 sources for your research. Works cited and works consulted pages need to be included. This will be completed in senior English.

The Project Journal and Presentation:

- A **Project Journal** will be compiled that includes all paperwork completed along the way:
 - A community **open house** will be held. You will display your project/presentation/portfolio and answer any questions
 - A formal 8-15 minute presentation will be given to a board of judges known as the **Senior Project Boards.**
- This is a **pass/fail** project. In order to pass, the student will need to receive a "yes" on every question that is listed in the Project Journal Rubric, Open House Rubric, and Senior Project Final Grading Rubric.

Senior Project Proposal and Approval Form

Student's Name: _____

Briefly describe what you will be doing for your project:

Briefly describe what you plan to do for the community service part of the project:

Estimated number of hours your project and service will take to complete: _____

Who will your mentor be for this project? _____

Does your mentor have experience in what you will be doing? Yes No

Is this something you have not done before? Yes No

Advisor's Approval:

____ Yes, you may begin work on your senior project.

____ No, this will not work for a senior project.

Advisor's Signature: _____ Date: _____

2014-2015 Due Dates

September 2: Senior Project Proposal and Approval due

September 8: Poster of commitment due

September 15: Journal check # 1

November 3: Journal check # 2

November: Paper due for 1st tri Eng 4A classes

January 12: Journal check #3

February: Paper due for 2nd tri Eng 4A classes

February 23: Letter to judges due

March 2: Mentor Verification due

March 9: Project completed

March 16: Self-evaluation due

March 19: Open House

March 20: Project Boards

March 23: Project Journal due

Poster of Commitment

Once your project has been approved, you must design a poster that represents commitment to your project. The posters will be displayed (with your senior picture) until you complete your project.

Requirements of poster:

- Overall size is 8 ½ x 11
- Your name on it
- Briefly describe what your project is
- Briefly describe what you will do for community service
- Describe topics you will be researching for your paper
- Include your picture
- Include the title: "Senior Project Commitment"
- It must be printed in color

The Physical Project Journal

All students will be expected to keep a project journal. They should have a journal entry for EACH time they work on the project. Their journal should begin with the date and end with the actual time (hours, minutes) spent on the project on that occasion. As well as describing what he/she did, the student should include in journal entries successes and failures, frustrations and victories. In other words, the journal should record not just time and work done, but also feelings, emotions, and reactions (it explains the learning that took place) as well. Journal entries can cover as little as a short phone call to arrange an interview, or as much as a day spent skiing at Pebble Creek. The journal is critical when the advisor evaluates the project.

You can choose the format of your journal. It could be done in chart form or just word processed. You can write it or type it, if you write it; you need to make sure it is legible. You can even keep your journal in a notebook. Make sure it is accessible as you work on your project.

It should be evident that the journal has been an on-going document. Your final journal entry, which must be signed by your mentor, should cover the final aspects of your project.

The Project Journal should include the following organized in this order:

- Poster of Commitment
- Senior Project Proposal and Approval form
- Final Mentor Verification
- Journal entries including hours logged
- Copies of letters sent to judges
- Senior Project Self-Evaluation Form
- **Graded** copy of research paper

This will be turned into your senior advisor in a three ring binder.

Letter to Judges

You will need to select and invite two out of the three judges that will sit on your Senior Project Board. The third judge will be a faculty member from Snake River High School. A letter to these individuals needs to be composed and sent to them inviting them to your Senior Project Boards. Judges may be former teachers (not in the high school) or community members. The judges will be present at the senior project boards. One of the purposes for writing this letter is to give the judges an introduction to you as a whole person, beyond the work you have done on the senior project. They will be able to see you as a young adult with goals, interests, and opinions.

The following is a list of requirements for your letter:

Business format- full block style

Describe what a senior project is

Explain what your senior project is

Why did you choose this topic?

What did you know before you began?

What did you learn?

What did you research?

What things went well? What didn't? How did you handle it?

Overall conclusions about the senior project

Explain what the Senior Project Boards are

An invitation to be one of your judges along with the date and time of your project board

Senior Project Self-Evaluation

(Must be typed)

Student name:

Date:

Senior Advisor:

Research topic:

1. Describe your physical project IN DETAIL:

2. Describe what you did for your community service and how it relates to your project.

3. How many total hours did you spend on your physical project?

4. What date did you start?

5. What date did you finish?

6. What are three things you learned from working on the physical project?

7. What are three things you learned from your research paper?

8. How do you feel that your project will compare with others?

Open House Requirements

Purpose: the purpose of the open house is to give the students the opportunity to PRACTICE for the senior project boards. It also gives the community the opportunity to come in and see the wonderful work of our students have done.

Before the open house:

- You are responsible for providing your own electronic equipment (TV, VCR, DVD etc.)
- Let your senior advisor know if you need an access to a power outlet
- You are responsible for getting your own chair no rolling chairs!
- If you will be unavailable for the open house you will be required to present your project to three classrooms. It is your responsibility to communicate with your senior advisor in advance if you will not be at the open house to arrange classroom visits.

Must have at the open house:

- A tri-fold display board neatly done
- Pictures and other graphics, charts etc.
- You might even display some of your research for your paper
- If possible bring your paper
- Dress professionally you are representing the school (men-Shirt and tie, women-Dress, skirt with nice blouse, or dressy slacks with nice blouse.
- You must remain at your project during the entire open house

After the open house:

You may not leave until you have done the following:

- Clean up around your area
- Fold up the table which your project was displayed

Senior Project Board Presentation Requirements

For the presentation portion of the project you will be giving an 8-15 minute presentation to a panel of judges.

Length: No less than 8 and no more than 15 minutes.

Required attire: Business dress, you should treat this like your interviewing for the most important job you could ever want.

Purpose:

- What did you prove in your research paper?
- What did you prove in your research paper?
- What did you learn?
- What was your physical object?
- How were your research paper and physical project linked?
- What obstacle did you encounter? How did you overcome them?
- Did your project work?
- What might you change if you did it again?
- What went well?
- Memorable moments?

What to include: Visual presentation of your learning

- The physical project
- Photographs of you actually doing your project and/or video of you completing your project (especially if you don't have a physical project to show)
- Display (could be done through power point)
- Thanks to those who helped you.

You must speak for 70% of your presentation. In other words, you can't just show a video of your project the whole time. This is an assignment of your speaking abilities.

Be prepared to answer questions!

You may use the same display for your presentation that you used at the open house.

Presentation Outline for Senior Project Boards

Introduction:

- Attention getter:
- Go over the main points of presentation. Briefly state what you will tell the audience concerning the following:
 - Research paper
 - Physical project
 - Connection
 - Learning search
 - Evaluation
 - Miscellaneous

Body:

- Research paper [the discussion of your research paper should comprise about 55-60% of your presentation]
- Thesis
 - 1st main point (with facts to support)
 - 2nd main point
 - 3rd main point
- Physical project explanation and discussion
- Connection between the paper and the project
- Learning stretch
- Evaluation (of yourself and the entire process) miscellaneous
- Are there any questions? Time for questions and answer period

Post speech: Thank the judges, shake hands, collect your presentation material, and exit the room.

SENIOR PROJECT FINAL GRADING RUBRIC

| | | |
|--|-----|----|
| The senior project is finished | Yes | No |
| A community service project was completed that relates to the senior project. | Yes | No |
| The project journal fulfilled all of the requirements. | Yes | No |
| The research paper received a passing grade. | Yes | No |
| The student fulfilled all the open house requirements. | Yes | No |
| The student passed the senior project board presentation with a total score of 100 or higher from all three judges combined. Total score: _____ | Yes | No |

Name of Student:

PROJECT JOURNAL RUBRIC

| | | |
|---|-----|----|
| The Poster of Commitment is present, meets all the requirements, and looks professional. | Yes | No |
| The Senior Project Proposal and Approval form is present | Yes | No |
| The Final Mentor Verification is completed and present. | Yes | No |
| The journal entries include the following: time spent, task(s) completed, learning that occurred, and challenges encountered by a student. | Yes | No |
| A log was kept documenting a minimum of 25 hours . | Yes | No |
| Copies of the letters sent to the judges are present and include information about the project boards and what the student learned from their project. | Yes | No |
| The Project Journal is organized and presented in an acceptable level of professionalism. | Yes | No |
| The Senior Project Self-evaluation is filled out and present. | Yes | No |

OPEN HOUSE RUBRIC

| | | |
|---|-----|----|
| The tri-fold display board represents the project and is done neatly. Enough information is presented on it. | Yes | No |
| The student is dressed professionally . | Yes | No |
| The student is present and at their project. | Yes | No |
| The project is on display if possible. If not, then photos and other visual aides are present to show what the project is. | Yes | No |

Three individuals will serve on the Senior Project Board, one of whom will be a faculty member from Snake River High School. They will individually use the rubric below. The three judges' scores will be added together and transferred to the Senior Project Final Grading Rubric.

| Name of Student: | Superior | Good | Capable | Emerging | Not present |
|---|----------------------|------|---------|----------|-------------|
| Name of Senior Advisor: | | | | | |
| PROJECT BOARDS RUBRIC | | | | | |
| CONTENT/ORGANIZATION | | | | | |
| Introduction —clear purpose, interesting attention- getting advice | 4 | 3 | 2 | 1 | 0 |
| Body of speech —main points supported by accurate and appropriate detail, logical organization depth of research goes beyond general knowledge | 4 | 3 | 2 | 1 | 0 |
| Learning stretch —clearly explained and supported—Application of learning self discovery evident” I learned”, I never knew”, etc. | 4 | 3 | 2 | 1 | 0 |
| Conclusion —summarizes, makes memorable impression | 4 | 3 | 2 | 1 | 0 |
| Balanced content —not too much on research paper or too much on project— shows a relationship between the paper and the project | 4 | 3 | 2 | 1 | 0 |
| Language usage —standard grammar, accurate pronunciation, word choice, transitions, etc. | 4 | 3 | 2 | 1 | 0 |
| Visual/ audio aids —interesting, appropriate, neat, creative demonstration if appropriate | 4 | 3 | 2 | 1 | 0 |
| DELIVERY | | | | | |
| Eye contact --does not just read off cards or PPT, looks around | 4 | 3 | 2 | 1 | 0 |
| Nonverbal —poise, posture, mannerism, gestures | 4 | 3 | 2 | 1 | 0 |
| Verbal —volume, articulation, rate, pitch, tone | 4 | 3 | 2 | 1 | 0 |
| Appearance dress --business attire is expected | 4 | 3 | 2 | 1 | 0 |
| Enthusiasm/Sincerity | 4 | 3 | 2 | 1 | 0 |
| ANSWERING QUESTIONS | | | | | |
| Impromptu skills —confidence and influence in answering questions—quality of responses—information and knowledge represents depth of information, questions re- phrase in answers demonstrate interest, enthusiasm and poise | 4 | 3 | 2 | 1 | 0 |
| Comments: | Total Points: | | | | |