

NEW THIS YEAR

- Idea Generator: two pages of project topics in various areas of interest.
- Guidelines for a volunteer/community service project are clarified.
- Guidelines for an excellent job-shadow or volunteer/community service project are stated.
- The Portfolio: College and career documents are added to the previous portfolio requirements. These include a college admissions essay or personal statement, your current résumé, cover letter, and other career planning information and documents assigned by your English teacher.
- **IMPORTANT:** The professionalism of your portfolio reflects your commitment to your project and your pride in the skills and knowledge you have attained. As the final confirmation of your success in high school, your portfolio should be neat, organized, and free of spelling, grammatical, and punctuation errors. Your portfolio will be checked by an adult prior to being accepted and your senior board will assess the professionalism of your portfolio as part of your board presentation.
- For a huge selection of graphics for your portfolio cover, please go to the LIC.

NOTES, QUESTIONS, and CONCERNS

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<i>Forms and guidelines available in the CHS student sharing folder under "Senior Project":</i>	
Proposal Form	
Parent Awareness Form	
Calendar Request Form	
Senior Project Mentor/Parent/Student Agreement	
Signed Checkpoint form	
Log of Hours & Final Mentor Verification	
Senior Project Self-evaluation form	
Portfolio checklist	

SENIOR PROJECT PHILOSOPHY

This year you will (finally) have the opportunity to spend time and earn credit for learning something of particular interest to you! This project will demonstrate your persistence and time-management skills, and showcase your ability to work toward a long-range goal. It is designed to encourage lifelong learning, and it should be as fun, challenging, and stimulating as possible. The final reward is knowing you did a great job on a great project.

Goals for the Senior Project

- ◆ To encourage you to be an independent, organized, lifelong learner.
- ◆ To promote your interests, career choices, and writing, speaking, and research abilities.
- ◆ To support a collaborative environment in which students are mentored and coached by school officials and teachers while the community is involved as mentors and board members.

Requirements

The Senior Project has three parts: a research paper, a physical project and a presentation. You must show proficiency in all three areas to graduate.

NOTE: Whether a project takes place on or off-campus, it is school related and you are bound by the Camas High School Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly graduation will be jeopardized.

The Research Paper

The research paper not only showcases your research, analysis and MLA formatting skills, but also encourages you to become an expert on your topic. A proficient paper is 1500-2000 words long, while a potentially excellent paper has 2000-2500 words. The research paper is completed with the guidance of your senior English teacher. Junior research papers are not acceptable senior research papers.

The Physical Project

The physical project involves a minimum of 20 hours of documented extracurricular work. The project forges a link between you, the school, and the community, as you work with a mentor and discover community resources and job opportunities.

The Board Presentation

The presentation is your chance to show four to eight faculty and community members what you learned while completing the project. Proficient board speeches are 7-11 minutes long; a potentially excellent speech is 8-10 minutes. You must also have proficient speaking techniques and present information in an organized way using at least one self-created visual.

Senior Sweeps

Each year, a select group of seniors achieve excellence in all three components of Senior Project: the research paper, the project, and the board speech. They are honored by having their names announced during the graduation ceremony and being published in the graduation program, as well as receiving certificates and medals. Go for it! You'll be so proud of yourself!

SENIOR PROJECT TIME LINE 2009 – 2010

Assignment	Date Due	Comments
Senior Project Proposal* format required.	Oct. 6	
Parent Awareness Form*	Oct. 6	
Mentor/Parent/Student Agreement Form* Last date for meeting with administrators and paperwork for event/performance projects	Dec. 8	
Signed checkpoint at teacher's discretion.* Minimum of 5 hours done on project.	Jan. 12, 2010	Last day to change the project topic w/o a formal letter.
Checkpoint #2. Minimum of 15 hours done on project.	Apr. 8	
Project finished on or before this date** Signed Log of Hours* Final Mentor Verification Form* Self-evaluation form* Teacher evaluates project by May 15	Apr. 30	
Speech practice with required visual	During May	
Portfolio ◆ Your portfolio should reflect pride in yourself and your project. ◆ Cover shows name, student #, teacher, and project title ◆ See the Portfolio Checklist for the list of required and optional components. ◆ Spelling, grammar, punctuation, and formatting on all documents MUST BE correct. ◆ NEW: Prior to May 14, your completed portfolio must be approved by a designated teacher or administrator.	May 14	Portfolios received after May 14 will result in a class grade of NC and a summer school recommendation.
SENIOR BOARDS	June 1, 2, and 3	Seniors who do not pass their boards after three tries will receive an NC & a summer school recommendation.
Graduation	June 11	Congratulations!

**Your English teacher will amend or add assignments and points to facilitate success.
These practices will vary from teacher to teacher.**

- All senior project assignments must be turned in **during your English class on the date due** for credit. At the discretion of the teacher, late assignments will be accepted to check progress but given a score of 0.
- * Templates for these forms are available in the Student Sharing area in the "Senior Project" folder. Students must use the correct format to earn full credit.
- ** Any circumstances that will delay the completion of your project must be cleared by your English teacher and the senior project coordinator.

***I DO THE VERY BEST I KNOW HOW---THE VERY BEST I CAN;
AND I MEAN TO KEEP ON DOING SO UNTIL THE END." ~ABRAHAM LINCOLN***

SENIOR PROJECT PLANNER

September - October

- Read the Senior Project Handbook
- Pre-Senior Project assignments and discussions
- Explore the following:
 - find and interview possible project mentors
 - brainstorm ideas for project
 - pre-search information for project
 - review the model project proposal
 - consider and reconsider the perils of partner projects.
- If you plan to job shadow, volunteer or do community service, call places and try to find a mentor before you write your proposal. Some places may not accept volunteers and some may require training or interviews or only have certain hours available to you.
- Performance or event projects that use public facilities require a mandatory meeting with the vice principal and the senior project coordinator before Dec. 1. See "Special Projects" for more information.
- Set up computer log-on if you haven't already.
- **Senior Project Proposal and Parent Awareness form are due**

November through the end of project

- Follow timeline for project deadlines.
- Keep your log of hours on time spent on the physical project.
- Take photos and gather documents during each stage of your project.
- Fill out and submit paperwork for performance projects or use of CHS facilities.
- For job shadows and volunteer projects, begin job shadow/volunteer research.
- **Mentor/Parent/Student Agreement Form due the 2nd Tuesday in December.**

January and April

- January 12th is the last day to adjust or change senior physical project without board review. Students will have to petition the Senior Project Advisory Board for exceptions after this date. The petition will include a formal letter to the board and a personal interview with them.
- Signed Checkpoint forms due
- Students make commitment posters to be placed in the main hallway (optional).

May

- Physical project completed. All forms and verification of project must be completed as well.
- **Portfolios due May 14.**
- Board practice during class.
- After-school portfolio reading and board training for staff and community members.

June 1, 2, and 3, 2010

- **Senior Boards**

*"NINETY-NINE PERCENT OF THE TIME
THINGS AREN'T NEARLY AS BAD AS YOU FIRST
THOUGHT THEY WERE."*

---JESSICA, AGE 15

SENIOR PROJECT OVERVIEW

RESEARCH PAPER: YOU BECOME AN EXPERT ON YOUR TOPIC

- ◆ Notecards may be required by the teacher.
- ◆ original research without plagiarism
- ◆ minimum of 1500 words long to be eligible for a “Proficient” rating, excluding works cited. Papers under 1500 words will scored “Developing.” For a possible excellent rating, 2000 to 2500 words are required.
- ◆ One re-write is allowed after the teacher-edited draft to earn an excellent.
- ◆ no more than 20% of the paper in direct quotations
- ◆ Papers are written to an analytical thesis. No reports, procedures, histories or compare/contrasts
- ◆ A minimum of six reputable sources must be used in the paper and appear on the works cited. No more than 50% Internet sources. One hardcover or electronic general encyclopedia may be used and cited, but will not count as a source.
- ◆ Follow the MLA Guidelines from the CHS Media Center.
- ◆ Refer to the "Yes Test" in this handbook for specific research paper criteria.
- ◆ No junior research papers or papers written by others will be accepted.

The Senior Project Advisory Board, the Coordinator, and your English teacher must approve your idea for the physical project before you start logging your hours.

PHYSICAL PROJECT: YOU DO OR CREATE SOMETHING

- ◆ the physical project involves "stretching" out of your comfort zone.
- ◆ minimum of 20 hours; 40 for excellence in “use of time.”
- ◆ a log of hours with mentor verification is required on April 30, but you may work on your project and continue to log hours until your teacher scores the project.
- ◆ None of the senior project hours can take place during school hours.
- ◆ **Photo documentation is required for all projects.**
- ◆ job shadowing/volunteering/community service is encouraged. Research on the job or the organization is required and you must spend a minimum of 20 hours actively helping or job-shadowing on site. A final component is the application of what you learned.
- ◆ Performance/event projects require a meeting with the senior project coordinator and the vice principal by Dec. 8th. You will also need to fill out paperwork and if your project involves money, you will need to make arrangements with the ASB treasurer.
- ◆ Hours must be verified by a person who has seen your project in progress.
- ◆ Mentors are strongly recommended; choose a person with expertise in your area.
- ◆ One standard 3-ring binder is needed for the portfolio.
- ◆ Your board date and time is scheduled only when your complete portfolio is received.

BOARD PRESENTATION: YOU TELL THE BOARD WHAT YOU HAVE LEARNED

- ◆ visual(s) must be completed for the practice speech unit in May
- ◆ eight to ten minutes in length for excellence, seven to eleven minutes for proficiency, followed by an impromptu question period
- ◆ reflects the learning, project activities, and the process you went through
- ◆ effective organization and speaking skills are demonstrated

SENIOR PROJECT OVERVIEW

POLICIES

- ◆ Your English teacher will amend or add assignments and assign points to facilitate success. These practices will vary from teacher to teacher.
- ◆ **Communication is the key.** If a major change is necessary to your project, please discuss the circumstances with your English teacher and the senior project coordinator. If you do change it, write a new proposal and give copies to your English teacher and the senior project coordinator.
- ◆ You may not count any regular school hours as senior project hours.
- ◆ **Partner projects** are highly discouraged. If one person becomes seriously ill or injured, moves away, or is unreliable, that could jeopardize the other person's project.
- ◆ **If the project clearly requires** two people to be successful:
 - ◆ You must both write separate proposals. In your proposals, state the name of the partner and explain exactly which parts of the project each of you is going to be responsible for. For example, two people could stage a weekend soccer clinic. One person does paperwork, finds sponsors, arranges advertising, designs the t-shirt and conducts sign-ups while the other works with a mentor to plan the drills, activities, organization, and adult supervision. Then one leads the clinic and the other helps.
 - ◆ In their proposals, both partners must acknowledge that their partnership may be a problem with wording like this: "I understand that if my partner fails to complete his/her part of the project for any reason, my project may be jeopardized. In that case, I will inform my teacher and the Sr. Project coordinator ASAP and work with them to complete my part of the project."
- ◆ Whether your project takes place on or off-campus, your senior project is school related and you are a representative of Camas High School. As such, you are bound by the Camas High School Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly your graduation will be jeopardized.
- ◆ **LATE POLICIES:**
 - **January 12, 2010 is the last day to change your project. Students will have to write a formal letter explaining the circumstances of major changes to the Senior Project Coordinator. A personal interview with the SP Coordinator and the principal will follow.**
 - **May 14 is the last day to turn in your portfolio. If it is not in on that date, you will receive an NC and will deliver your board speech during summer school.**
 - **If you do not pass your boards after three tries, you will receive an NC and will deliver your board speech during summer school.**
 - ◆ **You must pass all three components of Senior Project to pass your English class. Passing Senior Project does not guarantee you will pass the class.**

*"First comes thought,
then organization of that thought into ideas and plans;
then transformation of those plans into reality.
The beginning, as you will observe, is in your imagination." ---Napoleon Hill*

SENIOR PROJECT IDEA GENERATOR

Remember to choose something that interests, challenges and inspires you!

Animals: See “A Volunteer/Community Service Project”

- Train a service animal
- Observe, record, and analyze the habitat and habits of a species of wildlife
- Volunteer at the Humane Society and write a “How to Adopt a Pet” pamphlet

Visual and Performing Arts: You must have some kind of audience. See “A Performance or Event Project”

- Paint a series of paintings or a mural and have a show or unveiling
- Write and illustrate a graphic novel or screen play and present it to the Lit. Lovers Club
- Design the floral arrangements and decorations for an event
- Create a photography portfolio (your senior photos, maybe?) and have a studio show
- Plan, stage and perform in a comedy or dance show
- Select and perform soliloquies or sonnets
- Design the costumes and set for a period piece or puppet show
- Write an original piece or do an original arrangement of a piece for the Jazz Band

Business: See “A Job-shadow Project”

- Learn Japanese cooking and cook a meal for ten
- Invent something handy and develop your own marketing plan
- Job-shadow a medical secretary and create a dictionary of most used medical terms

Early Childhood

- Make toys or a game or rehabilitate worn-out bicycles or write a children’s book
- Make a quilt and present it to a family shelter
- Shadow an employee at a social service agency and create an awareness campaign

Computers

- Write a computer game
- Design an electric motor
- Rebuild a mother board and write a program
- Draw a CAD plan of something, make a model and find a place to display it

Education

- Job-shadow a teacher and teach a lesson
- Teach a community education class in an area of your expertise
- Become a junior leader in a club or organization, plan and lead meetings

Fashion

- Stage a fashion show for your own designs
- Design and sew your prom dress
- Design and sew a "flapper" dress or an article of clothing from another era

SENIOR PROJECT IDEA GENERATOR

Volunteering/Community Service: See “A Volunteer/Community Service Project”

Volunteer at a homeless shelter and write an awareness pamphlet

Build and set up a park bench

Landscape and plant a neglected public area

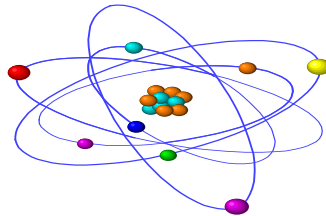
Math/science

Design and build a waterfall

Research the specs and build a scale model of a cruise missile

Build and use weather-forecasting instruments

Work with the city and county and develop an action plan for Lacamas Lake



Medicine

Job-shadow a dentist and write a humorous booklet to ease fears

Take a medical terminology class and write a forensic short story

Volunteer in a health care facility

Write, produce and present a song or one-act play about drug abuse

Recreation and Sports: See “A Physical Fitness Project”

Rate snowboard slopes and facilities and produce an informative pamphlet

Design a personal diet and fitness regime and mentor another person

Coach a children’s team

Gather and organize stress-reduction activities and implement them with a group of people



Religion/philosophy/thought:

Make a wing dress and wear it as you dance a Native American dance

Attend churches of different denominations, interview the church leaders, and write a tract

Film, produce and present a short film about the future of mankind

Social Issues:

Volunteer at a retirement/nursing home and perform a skit or song for them

Research and write a handbook on what to do if a teen is arrested for various crimes

Volunteer at Teen Talk or another crisis center and write a poem about the experience

CHOOSING YOUR PROJECT ~ Project Considerations

1. Boundaries

- ◆ "No Feet off the Ground" Rule. Find a way to do a safe project.
- ◆ Projects must include a challenge or some way in which you go out of your comfort zone.
- ◆ Projects should be completed by May 1 unless there is a valid reason that both your English teacher and the senior project coordinator understand and accept.
- ◆ You may not make a profit on your project. Contact the ASB Treasurer if you will handle cash. Any money raised should be donated to an established charity or organization.
- ◆ No more than two students are allowed to work together on a project. See the Policies page for specific instructions.
- ◆ If something is a requirement for a class, it does not qualify as a senior project.
- ◆ Whether your project takes place on or off-campus, your senior project is school related and you are bound by the Camas High School Code of Conduct as explained in the Student Handbook. If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly your graduation will be jeopardized.
- ◆ Any falsifying of hours or photo documentation, plagiarizing in the research paper, or any other dishonest act associated with your project may result in you having to choose a different project.

2. Pre-approval

To get your project proposal approved before the regular October date, you will need to meet the following conditions:

- ◆ You must have a valid reason why you need to start your project early.
- ◆ You must do over 40 hours of project work, and 20 hours must be during the school year, but not during the school day.
- ◆ Any hours spent on your project prior to its approval will not be counted.

3. Questions to Consider When Choosing a Project

- ◆ What do you want to be when you grow up? Job-shadow projects can help you decide!
- ◆ What do you enjoy doing in your spare time?
- ◆ What have you always wanted to do but didn't have the time or support to do?
- ◆ Do you think there is a pressing need for people to know or understand something?
- ◆ Is there any social problem you would like to investigate? Consider volunteering!
- ◆ Do you have an invention or creative vision or story idea you would like to further explore?
- ◆ Is there a class you'd like to take?
- ◆ Are you in Science Olympiad or Mock Trial? Class requirements do not count as senior projects.
- ◆ Have you enjoyed being involved in a school, community, or state activity?
- ◆ If you could pursue your wildest dream what would it be?
- ◆ Have any travel experiences given you ideas?
- ◆ What skill would you like to enhance or what new area would you like to explore?
- ◆ What is one of the biggest problems facing the world today?
- ◆ What would you like to be doing ten years from now?
- ◆ Is there something you would like to improve about yourself? Your community?
- ◆ Will you still have the interest and energy for your project four months after you start it?

4. The Challenge

- ◆ The project must be challenging in some way and take you out of your comfort zone.
- ◆ Your project should have an element of problem solving that encompasses time-management, discipline, finding solutions to difficulties, overcoming hurdles, and using outside resources.

CHOOSING YOUR PROJECT ~ Project Considerations

5. Questions to Consider When You Have Chosen a Project

- ◆ What are potential resources? Consider books, magazines, and primary sources such as experts in your topic and staff members.
- ◆ What special items will you need for your project? Where and how will you get them?
- ◆ Are you prepared to bring your project in to show the board, even if it's something large?
- ◆ Have you anticipated any problems you will have? Consider finances, transportation, not being able to work on your project during school hours, resources, mentors, and computer time.
- ◆ List everything you know about your topic.
- ◆ List everything you need to know about your topic.
- ◆ If your project will be expensive, how can you manage or reduce the cost?
- ◆ If your project depends on the reliability of others, do you have a back-up plan in case they don't come through?
- ◆ If your project involves a performance or event, when will it be scheduled and how will you publicize it? Who will you invite? How comfortable are you performing in front of others?
- ◆ If your project seems too ambitious and time-consuming, how can you reduce its scope?

6. Writing Your Proposal

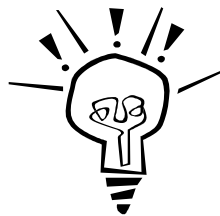
- ◆ **Your proposal is a contract** you will be expected to fulfill.
- ◆ Follow the format.
- ◆ Remember you will not be able to verbally explain your proposal to the Advisory Board, so it will need to be as specific, clear, and thorough as possible.
- ◆ Have perfect conventions; your proposal is a reflection of your commitment.
- ◆ Give your mentor's name, phone number or e-mail, and explain how s/he is qualified to help you.
- ◆ Explain any terminology the Advisory Board may not be familiar with.
- ◆ In the "Project Task Analysis" section, list at least five steps for your project.
- ◆ In the "Final Product" section, be specific about what you will do or make to show your board. If you are job shadowing or volunteering, see The "Job Shadow/Volunteer/Community Service Information" page for requirements and ideas.
- ◆ Be sure to address any safety concerns and expense issues.

7. Proofs Other Than a Log of hours: Your Visual

- ◆ Bring in your project if at all possible.
- ◆ Provide a photo display of your experience, complete performance evaluation forms, keep a scrapbook of experiences to show your board.
- ◆ Design a visual that exhibits quality, effort, and professionalism
- ◆ Take photos or videos of the beginning, middle stages, and completion of your project. Be sure you are in them.

8. Time Spent

- ◆ Minimum time spent is 20 hours. Some projects average between 30 and 40 hours.



CHOOSING YOUR PROJECT ~ Senior Project Mentorships

Mentors are strongly advised for senior project. Ideally, mentors are over 25 and not directly related to you.

What is a mentor?

- ◆ A person who will provide expertise, support, advice, perspective, feedback, acceptance, understanding, and verification and evaluation of the student and the project.
- ◆ A person whom the student can trust and with whom the student can develop a relationship.
- ◆ A person who will listen.

Where do you find one?

- ✓ Check with your Senior Project Coordinator for mentors in your area of interest
- ✓ People you already know who have expertise in your area of interest
- ✓ Parents if they have expertise in your project topic
- ✓ Staff members at the high school, middle schools, or elementary schools
- ✓ Retired people
- ✓ Professional people in the community
- ✓ Grandparents, aunts, uncles
- ✓ Elected officials
- ✓ Fellow students don't have the experience to be good mentors.
- ✓ Never hesitate to ask for support. Most people are willing to help.

HOW DO YOU PREPARE TO FIND A MENTOR?

A. Know your project

- What is the major goal of your project?
- What personal satisfaction do you hope to gain from this project?
- How is it related to your research paper?
- What will your end results be?
- How much time do you think you will need? What type of materials will you need?

B. Be able to define the commitment for your mentor

- What do you see as the purpose for your mentor?
- When and where will you be able to meet? Will you commit to being on time?
- What do the two of you need to discuss at these meetings?
- For what types of information or help will you be asking?
- How does your mentor view his/her position in this relationship?
- What will the mentor want to see or hear about for each meeting or for each future meeting?

HOW DO YOU MAKE CONTACT?

Contact the prospective mentor by phone or e-mail or arrange a meeting in a public place.

BEFORE THE INITIAL CONTACT

- ◆ Prepare for the meeting or the telephone call as you would for a job interview: develop a mental "script" of what you want to say, know your purpose and your project, and what you'll need from your mentor.
- ◆ Organize your ideas and questions in a logical fashion.

CHOOSING YOUR PROJECT ~ Senior Project Mentorships (continued)

BEFORE THE INITIAL CONTACT (continued)

- Try to predict what questions the prospective mentor might ask. Prepare the answers.
- Practice speaking clearly and distinctly.
- Bring a calendar with all of the due dates for Senior Project. Be aware of all the times you are available to meet and to work with your mentor on your Senior Project.
- If your mentor will be present during a time you are teaching a lesson or performing, ask him or her to evaluate you on the evaluation sheet you will be creating.

DURING THE PROJECT

- ◆ Make sure that your mentor signs your mentor verification form.
- ◆ Ask your mentor to evaluate your performance.
- ◆ Set up the next meeting at the end of each meeting. Then call or e-mail the day before to verify.

AFTER THE PROJECT

- ◆ Make sure that your mentor fills out the final Log of Hours and Mentor Verification form.
- ◆ A verbal thank you is always appreciated, but a written thank-you note would be appreciated even more.

HOW TO SUCCEED ON YOUR SENIOR PROJECT

1. Have faith in yourself and your Senior Project.
2. Believe in your ability to make good decisions, to be responsible, and to be in control.
3. Know what you want in your project.
4. Be well organized and hard working.
5. Be conscientious.
6. Maintain your log of hours consistently.
7. Develop a working time line and stick to it.
8. Develop insight about yourself.
9. Develop the desire to accept power and risk.
10. Focus on your strengths and your successes.
11. Relax, sleep, and eat well. Learn to let stress go.
12. Live each day, then finish it and be done with it.

**Whatever you can do, or dream you can, begin it.
Boldness has genius, power, and magic in it.**

~Johann Wolfgang von Goethe

CHOOSING YOUR PROJECT ~ A Job-shadow Project

A Job-shadow Project allows you to explore a career of interest to you.

- You must spend a minimum of **20** hours on the job site. Time taken to research the career, compile information, produce the portfolio pages, and apply what you have learned about the career counts as project hours but not as on-site hours.
- Please add all the required components below and any optional information to your portfolio. Professional, error-free documents reflect your commitment to your project.

Required in your senior project portfolio:

_____ job title; duties performed; hours; average salary; work conditions; education, training, certification(s) and other requirements for getting the job; entry methods (jobs that could lead to this career that don't require special training, schooling, or skills); employment outlook for the future and advancement opportunities. Cite your source(s).

_____ photos showing you "on the job" with your mentor(s). Add captions.

_____ the transcript of at least ten interview questions you wrote and your mentor's answers, including the professional profile of your mentor, i.e. years on the job, preparation and training, advancement history, hardest part of the job, most enjoyable, etc.

_____ application of the knowledge you have gained about this career by doing one of the following POSSIBLE APPLICATIONS: report on how you helped your mentor arrange an event or prepare for a part of his/her job, interview a second person doing the same job and write up the transcript, write a daily schedule for someone doing the job, write a newspaper opinion article explaining the job, write a "day in the life" journal from your mentor's point of view, or decide on an appropriate activity with your mentor.

_____ a thoughtful assessment of your traits, skills and abilities, work values, temperament and interest in this career. Now that you have explored it, is it right for you? Why or why not?

_____ a copy of the thank-you letter or email you gave/sent to your mentor

Optional information included in an excellent job-shadow project:

- A written step-by-step plan on how you will prepare yourself academically and professionally for this career.
- From the topics below, choose **three** of the most pertinent to the career you are exploring. Then conduct research and discuss in writing *the topic's impact on you*. TOPICS: the technology used in the career; projected and possible changes in the career and related careers as technology advances; whether the career is a private or public sector job; whether you will be self-employed, an independent contractor or an employee and how that would impact you; safety, stress and dangerous conditions; seasonal aspects of the career; controversial issues related to the career; ethical considerations in your career; the public's perception/relative status of the career; paperwork issues; union/nonunion issues; job satisfaction rating for your career, etc.
- Now that you know about the career, what things do you think everyone considering this career should know before he or she makes the decision to pursue it?

CHOOSING YOUR PROJECT ~ A Volunteer/Community Service Project

A Volunteer or Community Service Project shows you how to help others

- You must spend a minimum of **20** hours actively volunteering or serving. Time taken to research the organization you volunteer for, compile information, produce the portfolio pages, and apply what you have learned about service counts as project hours but not as on-site hours.
- Please add all the required components below and any optional information to your portfolio. Professional, error-free documents reflect your commitment to your project.
- Service opportunities vary a great deal, so if yours doesn't fit the criteria, please work with your English teacher and the Senior Project Coordinator.

Required in your senior project portfolio:

_____ the mission statement or primary goal of your organization; how, when and by whom your organization was founded; approximate number of employees and volunteers; the scope of your organization (local? global?), who or what your organization benefits, the services or activities your organization provides, and how your organization gets volunteers, goods and/or money. Cite your source(s).

_____ photos showing you volunteering and serving with your mentor(s). Add captions.

_____ the transcript of at least ten interview questions you wrote and your mentor's answers, including the reasons why your mentor is involved with the organization, length of service, training and preparation, hardest part about serving, the rewards of serving, etc.

_____ application of the knowledge you have gained while serving by doing one of the following POSSIBLE APPLICATIONS: report on how you helped your mentor arrange an event or prepare for a part of his/her duties; interview a second person working for the organization and write up the transcript; interview one of the recipients of the service; write an imaginative "day in the life" essay from the disadvantaged's point of view; recommend ways and means for improving the effectiveness or scope of the organization; write a newspaper opinion article urging people to volunteer, serve, or donate money to this cause; create an informational brochure on volunteer opportunities; write a "day in the life" journal from your mentor's point of view, or decide on an appropriate activity with your mentor.

_____ a thoughtful assessment of your experience with the organization and your own traits, skills and abilities, work values, temperament and interest in this area. Will you continue to volunteer or serve in this way? Why or why not?

_____ a copy of the thank-you letter or email you gave/sent to your mentor

Optional information included in an excellent volunteer/community service project:

- The organization's (or a similar organization's) efficiency rating on charitynavigator.org or another charity-rating website and percents of program expenses to administrative expenses to fundraising/advertising expenses.
- Do further research on those in need and write a detailed, realistic plan to permanently meet those needs.
- Find out which government officials have influence on the area of need. Write him/her/ them a persuasive letter explaining the issue and asking for the specific action you recommend.

CHOOSING YOUR PROJECT ~ A Physical Fitness Project or a Room Remodel

A Physical Fitness Project is a great way to improve your health and habits!

- This list does not include all the steps required for your fitness project. The tasks below should be part of your project.
- Establish concrete fitness and dietary goals, *e.g.* doing a certain number of reps or losing a certain amount of weight.
- Record your dietary and fitness levels once a week with photographs and measurements. Present this information to your board.
- Before and after photos are required.
- **REQUIRED:** Spend a minimum of 20 hours applying what you have learned by choosing one of the following tasks:
 - Planning and staging an event related to fitness
 - Volunteering at a fitness facility
 - Job shadowing someone in the fitness area
 - Assisting a coach
 - Planning and holding a clinic or sports camp
 - Coaching a children's team
 - Mentoring someone else's fitness plan (with a doctor's approval)
- Write up your observations and experiences and add them to your portfolio.

A Room Remodel lets you personalize your environment

- This list does not include all the steps required for your performance project. The tasks below should be part of your project.
- Must show evidence of planning and be able to explain the decorating decisions you made.
- Before and after photos are required.
- In order to show a challenge, you must learn and use at least **two** of the skills listed here:

Painting	sewing	plastering
Carpentry	building/assembling	carpet laying
Wallpapering	framing & mounting pictures and/or photos	
Mortaring	restoring	knitting
Quilting	weaving	refinishing
- Write up your observations and experiences and add them to your portfolio.

***"I DO NOT THINK THERE IS ANY OTHER
QUALITY SO ESSENTIAL TO SUCCESS OF ANY KIND
AS THE QUALITY OF PERSEVERANCE. IT OVERCOMES ALMOST
EVERYTHING, EVEN NATURE."***

---John D. Rockefeller

CHOOSING YOUR PROJECT ~ A Performance or Event Project

A Performance or Event Project displays your creative talents (shows, meals, teaching lessons, fund-raisers, proof of learning to play an instrument)

- This list does not include all the steps required for your performance project. The tasks below should be part of your project.
- Time flies. Do the paperwork and contact people as early as you can, and then check your progress and remind people involved at least monthly.
- If you plan to perform or stage an event on or off the CHS campus, you must meet with the senior project coordinator and the vice principal to fill out the appropriate paperwork by the date on the timeline. **You must fill out all paperwork in order to receive final clearance for your project from the senior project coordinator and the ASB treasurer.**
- Frequently check the school calendar to be sure your date and time are still reserved.
- If your project involves raising money, you must specify which charity you will donate the proceeds to. The charitable organization must be legitimate and approved by the Camas school board. You will need to contact the ASB treasurer about checking out a cash box, forms, and procedures for handling money.
- Well ahead of time, formally invite the senior project coordinator, your English teacher, other teachers, your mentor, the principal, and any other people interested in or working with you on your project. The number and kind of people you invite reflect on the challenge of your project.
- Create your own evaluation sheet that your audience can use to assess your performance/event. The evaluation sheet could have a heading like this:

Please fill this out after the (performance/event) and give it to the student. Thank you for participating in this phase of Senior Project. Your cooperation and comments are valued.

Date of (kind of event)_____ Student_____

Location and time of presentation_____

Evaluator_____ Phone #_____

- Your evaluation sheet could ask the audience to assess the following areas:
 - Effectiveness of advertising for the event
 - Quality of presentation
 - Organization
 - Professionalism of playbill, program, menu or any handouts
 - Other applicable criteria (you decide what they are)
 - Have room for comments
- Distribute the evaluation sheet to the audience and collect them after the performance/event.
- Include selected evaluation sheets in your portfolio.
- Refer to the evaluation sheets and what you learned from them in your board speech.

(continued)

CHOOSING YOUR PROJECT ~ A Performance or Event (continued)

- For a photography or art show, your evaluation sheet could ask the audience to:

Rate the photos on a scale of 1 to 10 with 10 being. . .
 Your favorite image is . . . Why?
 Your least favorite image is: . . . Why?

Performance and Event form

(To be filled out by a student wishing to use district facilities)

Calendar Request Form

Person Making Request:		Today's Date:
Event:		Event Date:
Brief Description:		
Detailed Description:		
Beginning Date:		Ending Date:
<input type="checkbox"/> daily <input type="checkbox"/> weekly <input type="checkbox"/> monthly		If monthly, please explain:
Start Time:		End Time:
Event Location:		Event Cost:
Anticipated number of people in attendance:		
Contact Person:		Phone Number:
Department/Category:	<input type="checkbox"/> open to public	<input type="checkbox"/> members only
Event Supervisor/Person Onsite at Event:		
Phone Number:		

Equipment Needed: <input type="checkbox"/> microphone <input type="checkbox"/> TV <input type="checkbox"/> projector/screen <input type="checkbox"/> chairs	
<input type="checkbox"/> tables: <input type="checkbox"/> round, how many _____ <input type="checkbox"/> oblong (max 10), how many _____	
Parking: <input type="checkbox"/> during school day	If so, how many spots?
Special conditions/needs:	
<input type="checkbox"/> food	<input type="checkbox"/> other:

Please turn this form in either electronically or in hard copy to Ellise Anderson. If you have any questions or specific needs, dial 7279.

THE SENIOR PROJECT PROPOSAL (Please use this format)

Student # Approvals: senior project coordinator _____ Date:

Teacher named as mentor _____ Date:

Date: Senior English teacher _____ Date:

1) Project Description. Your project, purpose, and goal(s). Be as specific and concrete as you can. If you think your project will not be completed by April 30, explain here.

2) A mentor and/or a contact person or persons who will verify hours. This person should not be under 25 years of age.

Name:

Relationship to me:

Phone number/e-mail:

Mentor's area of expertise or reason why you don't need a mentor:

3) Project Task Analysis. List at least five steps needed to complete the project:

4) Final Product. What will you show your board?

5) Your previous experience in this area:

6) Why this is a challenge for you and other considerations for the Advisory Board:

7) Your understanding of the integrity of the research paper and senior project:

8) (adapt wording to fit your project) You understand that if you plan to use district facilities and/or stage a performance or event, you are required to fill out extra forms and meet with the SP Coordinator and the Vice Principal.

_____ (student's number or N/A)

DOCUMENTING YOUR PROJECT ~ The Parent Awareness Form

As a parent/guardian of a student at Camas High School, I am aware that my student must pass all three components of the Senior Project to graduate. For the physical aspect of the project, my student has decided to do the following pending approval by the Senior Project Advisory Board, the SP Coordinator, and his/her English teacher:

◆ A mentor is strongly recommended for this project.

○ The mentor/contact person for the project will be _____

_____ (business name)

_____ (address)

_____ (phone number/email)

Relationship to student _____

This person was chosen to be a mentor/contact person because _____

I fully understand that these project topic and mentor choices are made independently of the staff and administration of the high school. The staff and district will not be held liable for my student's choice of a mentor.

The estimated cost of the project is _____

His/her final product will be _____

I fully understand that my student needs to pass the physical project, the research paper, and the oral presentation with an excellent or proficient rating in order to graduate. I also understand that no project hours may be completed during the school hours. Furthermore, I acknowledge that if my student falsifies any part of the project or paper, s/he will be penalized.

Parent/guardian signature _____

Student signature _____ Date _____

DOCUMENTING YOUR PROJECT***Senior Project Mentor/Parent/Student Agreement****This side to be filled out by the student.*

Student's name and contact info _____

English teacher's name and school email _____

Mentor's/involved parent's name and contact info _____

This form will accommodate all mentor/involved parent situations; fill out as much as is applicable to your project. Students should read the pages in the Senior Project Handbook titled "Senior Project Mentorships." Then fill out this page, arrange a meeting with your mentor, and fill out the back page together.

1) Describe your project _____.

2) What is your mentor's expertise in the area of your project? If you have no mentor, why don't you need one? Who will verify your hours and how will that happen?

3) Identify specific information and/or skills you will need to obtain from your mentor. Attach a separate piece of paper if more room is needed:

4) Number of times you think you should meet or correspond with your mentor: _____.

5) If corresponding via email or phone, when is a good time for you to contact your mentor? If meeting face-to-face, what days of the week and times are you usually free to meet?

 6) Write at least three questions for your mentor or involved parent about your project. Mentors should be asked about your topic, while parents should be asked about verification of hours:

DOCUMENTING YOUR PROJECT*Senior Project Mentor/Parent/Student Agreement**This side to be filled out by the mentor or parent and student*

Thank you, dear mentor or parent, for helping this senior with his/her project!

Please read the student's plan on the reverse side of this form.

Discuss the student's plan and make changes where needed.

Please work with the student to fill this form out during your meeting.

Date and time of first meeting: _____

Location of meeting: _____

GOALS: Please discuss, set, and record at least two or three goals for this student's project:

EXPECTATIONS: What do you expect this student to accomplish with his/her senior project?

EXPECTATIONS: What do you expect this student to accomplish by the next time you confer?

ARRANGEMENTS for the next meeting/contact:

As of this date, I can verify _____ hours have been completed on this project.

Mentor's/Parent's signature: _____ Date: _____

DOCUMENTING YOUR PROJECT ~ Log of Hours & Final Mentor Verification

(To be included in the portfolio)

- *at the top, put your name and student number*
- *use table OR paragraph format. Have as many pages as you need.*
- *legible, neat blue or black ink or typed*
- *you may use either format as long as the date, detailed description of the work you did, the time you spent, and the mentor’s initials are included*
- **post your total hours on last page**

Table example:

<u>DATE</u>	<u>DESCRIPTION</u>	<u>Hours: Minutes</u>	<u>MENTOR/ CONTACTS INITIALS</u>
March 31, 2009	In this space, include <u>specific details</u> of the work you are accomplishing on your project. Use as many lines as is needed. Discuss the day’s challenges and your emotions. See the paragraph format for an example. Each row represents one work session.	6:45 to 7:30 pm 45 minutes	

Paragraph example:

March 31, 2009. 6:45 to 7:30 p.m. Tonight I made posters to advertise recycling. Before I started I wrote down what I wanted to put on the posters and my friend checked my spelling. I chose poster board in neon colors so they would be noticeable, but then the poster paints looked wrong so I tried markers. Much better! My mother says the posters are eye-catching. I’m glad I got this part of my project done since I’m not artistic. Tomorrow I’ll take the posters up to Mrs. Anderson’s office for approval so I can post them around the school.

Time: 45 minutes

(Mentor initials)

Final Mentor Verification	
Mentor’s signature _____	Date _____
Total hours you can verify _____	Total project hours _____
Job title/ relationship to student _____	
Mentor comments _____	

WRITING YOUR RESEARCH PAPER ~ THE "YES" TEST

A Rubric for Research Papers (1 of 2)

<u>Writer</u>	<u>Date due/in</u>
<u>Number of words in paper</u>	<u>Number of pages</u>
<u>Editors(s)</u>	<u># of YES's</u> /40

Editors, please use this rubric to evaluate the attached research paper. It is easiest if you focus on one or two categories at a time. This means you will need to reread the paper several times in order to do the best editing job.

FORMAT (see Format & Documentation Guidelines booklet)

- YES NO paper typed and double-spaced
 YES NO heading and title in correct MLA format
 YES NO header and page numbers are correct
 YES NO correct minimum paper length words, without Works Cited
 YES NO margins are 1" all around
 YES NO font size is 12 (this paper is in size 12 font), in reader-friendly style

IDEAS & CONTENT/ORGANIZATION/VOICE

- YES NO
- ___ ___ voice is appropriate to a research paper-an interested expert with an opinion
 ___ ___ paper is written in third person (he, she, they, everyone, a person, people) with the exception of 1st person plural (we) allowed in the introduction & conclusion.
 ___ ___ the title is appropriate and has voice; it offers an opinion
 ___ ___ the introduction is attention-getting and directed towards the thesis
 ___ ___ thesis is challenging, clear, and underlined in the introduction
 ___ ___ transitions are used between major ideas throughout the paper
 ___ ___ organization is smooth and logical and avoids repetition
 ___ ___ topic sentences express the main ideas of the paragraphs
 ___ ___ in each paragraph, there are enough details to support the topic sentence
 ___ ___ clear conclusion that leaves the reader thinking
 ___ ___ the paper avoids more than two pages of a procedure (how to do something), a report, a comparison/contrast, a history or a biography.

CONVENTIONS/SENTENCE FLUENCY/WORD CHOICE

- YES NO
- ___ ___ spell-checker used throughout
 ___ ___ paper has been proofread
 ___ ___ correct capitalization, spelling, grammar, and punctuation, free of contractions
 ___ ___ agreement between noun/pronoun and noun/verb
 ___ ___ sentences have different beginnings
 ___ ___ sentence construction is varied and fluent
 ___ ___ word choice is mature and synonyms are used to prevent repetition

WRITING YOUR RESEARCH PAPER ~ THE "YES" TEST

A Rubric for Research Papers (2 of 2)

USE OF SOURCES

- YES NO sources are varied within the paper and each paragraph uses and cites at least one source. Citing sources is optional in the introduction and conclusion
- YES NO the sources are cited correctly (usually author's last name and page number/par., with no punctuation in between)
- YES NO material that sounds as if it is copied is enclosed in quotation marks or shown to be paraphrased
- YES NO direct quotes are present but limited in number; no more than 20% of the paper
- YES NO quotes longer than four typed lines are limited, double-indented with no quote marks, and properly cited
- YES NO writer's words are interwoven with quoted/paraphrased sources, with word choice and sentence structure changed to avoid plagiarism
- YES NO researched information relates directly to thesis with no greater than 50% Internet sources

WORKS CITED

YES NO

- ___ ___ writer has used, cited, and listed on Works Cited at least six sources
- ___ ___ general encyclopedias, if allowed to be used, are not counted as sources
- ___ ___ Works Cited page present, double-spaced, and correctly formatted
- ___ ___ sources cited in paper match those on Works Cited page
- ___ ___ all sources are reverse-indented
- ___ ___ sources are not numbered
- ___ ___ sources are in alphabetical order by author's last name or first important word in the title, and all required source information is present
- ___ ___ all Works Cited punctuation is correct
- ___ ___ underlines/italics and quotation marks for titles are used correctly

The thesis of this paper is _____

Editor's comments: What did the writer do well? _____

Editor's advice to the writer; make at least three specific suggestions for improvement: _____

RESEARCH PAPER ~ FIRST PAGE SAMPLE

Student 1

Stu Student

Mr. Teacher

Senior Paper

14 Apr. 2010

Safe Readin' for Johnny

Superman is telling Johnny to do bad things. That was the foundation of Dr. Fredric Wertham threat against the entire comic book industry. Comic books, in their present conventional form, owe their origins to America. Slowly developing from the comic strips that inhabited the pages of newspapers, comic books reached their official birth in 1933 with *Funnies on Parade* (Daniels 6-10). However, comics' great economical and creative prosperity was abruptly halted in the United States by the speculations of a single physiologist, Dr. Wertham. It was not long before the colorful pastime came under the dubious speculations of distraught citizens and a concerned United States government. “. . .Hitler was a beginner compared to the comic book industry,” words from an infamous speech by Dr. Wertham to a U.S. Senate subcommittee (Grineau “Why” par. 4). This and equally horrendous claims led to Nazi-like book burnings of the accused literature. Rather than face absolute extinction, the comic book industry assembled to create the Comics Code Authority. The Comics Code is a device that has arguably done more harm than good. While it undoubtedly saved American comics, it also brought about economical devastation and held a complete dictatorship over the medium for the majority of its existence. While the Comics Code Authority's creation and evolution have been important, its enforcement has been the most significant factor in the history and development of American comic books.

RESEARCH PAPER ~ WORKS CITED SAMPLE

Student 10

Works Cited

Daniels, Les. Comix: a History of Comic Books in America. New York: Bonanza Books, 1971.

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Online Text. The Sideroad E-zine. 27 Feb. 2001 <<http://www.sideroad.com>>.

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---. "Why Can't Johnny Read (Anything but Superhero Comic Books)?" 10 April 1998. The Sideroad E-zine. Internet. 15 Jan. 2001 <<http://www.sideroad.com>>.

Helmer, William J. "Comics: Threat of Menace? Pop Culture Censorship is Nothing New." Playboy 4 Apr. 1995: 48.

Sassienie, Paul. The Comic Book. New Jersey: Chartwell Books, Inc., 1994.

"A Short History." The World Encyclopedia of Comics. Volume 1. Philadelphia: Chelsea House Publishers, 1999.

Wetzstein, Cheryl. "Comic-Book Heroes Fade." Insight on the News. 17 Apr. 2000.

FindArticles.com. 12 Jan. 2001 <<http://www.findarticles.com>>.

Wizard Staff. "Back Issues." Wizard Jan. 2000: 92-108.

---. "One for the Ages." Wizard Jan. 2001: 84-94.

FINALIZING YOUR PROJECT ~ The Portfolio Checklist

- | | |
|--|---------------------------------|
| *neat, clean, professional-looking, typed | *well-organized |
| *spelling, grammar and punctuation is perfect | *easy to read |
| *feel free to develop your own format style or use special paper | *see the LIC for cover graphics |

Name of Student _____ Date _____

Please go over this portfolio with the student. These items should appear in the portfolio in this order and the requirements below should be met before the portfolio is turned in. If you notice a problem, please tell the student ASAP.

- _____ 1) Portfolio front cover: Name, student number, teacher’s name, and project title
- _____ 2) this Portfolio Checklist, signed by a designated person
- _____ 3) an updated résumé and a current cover letter regarding a position you could qualify for
- _____ 4) the final draft of your college admissions essay or personal statement
- _____ 5) career planning, research and/or other forms and documents required by your teacher
- _____ 6) Senior Project Proposal, including any amended proposals
- _____ 7) Senior Research Paper
- _____ 8) Project Self-evaluation
- _____ 9) Log of Hours in table or paragraph format with total hours and Final Mentor Verification form
- _____ 10) Teacher’s Project Evaluation form
- _____ 11) EXTRAS if applicable: Job shadow/Volunteer/Community Service required and optional documents, Performance Evaluation sheets, photos, research papers rubrics

AESTHETICS

- _____ This portfolio is neat, professional-looking, typed when possible and shows pride. Your board will assess the appearance of your portfolio.
- _____ All papers and forms are final drafts with correct conventions. Your board will assess your spelling and your correct use of grammar and punctuation.
- _____ Proposal approval forms, rough drafts, checkpoints, and other interim documents are NOT necessary.

BOARD ARRANGEMENTS

- _____ The student has officially requested any special equipment needed for his/her board.
- _____ The student has a current, unblocked log-in to the CHS computer network if a computer is needed for his/her board. S/he may not use a laptop.
- _____ The student is aware that s/he should practice with the remotes and technology in the scheduled classroom prior to his or her board.
- _____ The student has cleared any unusual visuals (animals, cars, etc.) with the Senior Project Coordinator.

(student’s signature) _____ (date) _____

- This portfolio is complete, in order, and free of errors.
- (official signature) _____ (date) _____

FINALIZING YOUR PROJECT ~ The Project Self-evaluation

To be typed and included in the portfolio. To make a great first impression on your board, please check spelling, grammar, punctuation, and use this format.

SENIOR PROJECT SELF-EVALUATION

<u>Name</u>	<u>Date</u>	<u>Teacher</u>
--------------------	--------------------	-----------------------

1. In at least 25 words describe your project and your paper:
2. Fill in the blanks:
 - A. Estimated total hours spent on project _____
 - B. Estimated total steps involved in your project _____
 - Step 1: _____
 - Step 2: _____
 - Step 3: _____
 - Step 4: _____
 - Step 5: _____
 - C. Date started: _____
 - D. Date completed: _____
 - E. List materials used: _____
3. What was the picture in your mind of your project before you started working on it? How does the outcome of your project compare with your first perception of your project?
4. Describe the problems and/or challenges you encountered as you completed this project. Consider physical, time management, emotional, and intellectual challenges.
5. How did you handle these problems and/or challenges?
6. List at least three personal satisfactions or knowledge you gained from this project.
7. Would you recommend your project area for future seniors? Would you consider having your paper, project and portfolio on file as a model for next year's seniors? Explain.
8. What comments about your project have you heard from students, parents, teachers, or community members?
9. How do you feel your project would compare to other similar projects? Explain.
10. Is your project original or creative in any way? If yes, explain how.
11. If given the opportunity, what would you do differently now that you speak from experience?
12. Beyond the project itself, what did you learn about yourself?
13. What letter grade would you give yourself for your project? Justify your grade in at least 25 words.
14. What are you planning to do next year? What have you done (taking certain classes, applying to colleges, choosing your particular senior project) to realize your plan?
15. What has most influenced your plans for the future?

BOARD PREPARATION ~ Think About What You Did

The Philosophy of the Board Speech: Your Board Presentation should be the peak of your high school career (unless you caught the pass and made the winning touchdown against Washougal). Your audience will be small and supportive. You will be well prepared. This is your chance to show off and shine. Enjoy!

Yes, tell us what you made or did, but focus on the process. What did you learned about your topic and about yourself? The starting point involves asking questions:

STEP ONE: Think about what you did.

- ◆ How did I get from zero to a finished product?
- ◆ Why did I choose the topic I chose?
- ◆ What was the easiest/hardest?
- ◆ What was most enjoyable/most distressing?
- ◆ How did I solve this problem?
- ◆ How did I make organizational decisions?
- ◆ What is creative about my product?
- ◆ What part of the process was I the most interested in?
- ◆ What part of the process was unclear to me?
- ◆ How do I feel about the finished product?
- ◆ What is the best way to represent my project to my board?
- ◆ What kind(s) of AV equipment and technology do I want to use in my board?



*"Success is always easy to measure.
It is the distance between one's origins
And one's final achievement..."*
Michael Korda

BOARD PREPARATION ~The Visual and Organizing Your Speech

STEP TWO: The visual representation of your project.

Any equipment needed for a Sr. Project (DVDs, projectors, extension cords, etc.) must be reserved with the appropriate supplier (Library, Theatre) AND tested at least two weeks before the event. No last-minute requests will be honored.

- ◆ Created by you--not someone else
- ◆ Professional in appearance
- ◆ A project you created may serve as a visual
- ◆ Photos clearly show the progress of your project, and are large enough to be seen from a distance (a minimum size of 5 x 7) or mounted neatly in a photo album. Captions tell the "story" of your project and give insight into what you accomplished
- ◆ Conventions are perfect
- ◆ Refer to all visuals in your presentation
- ◆ If your project involves a car, an animal or another unusual item, discuss this with the senior project coordinator.

STEP THREE: Organize and write your speech.

- ◆ Your purpose is:
 - to prove you are an expert on your project and any related area.
 - to explain the process--what happened as you worked.
 - to explain the learning--what you learned about yourself and how your project changed you.
 - to show you took responsibility for your project.

Assemble your speech from what you have already done, by getting material from:

- ◆ Senior Project Proposal: the steps you followed
- ◆ Self evaluation: highlights of how you changed and what challenges you encountered
- ◆ Log of hours/Mentor verification form: general subjective and objective information, comments from your mentor
- ◆ Any interesting, unique, or exciting events or discoveries during all stages of your project

CONTENT: What are you going to talk about? Answer the following questions. Refer to your Self-evaluation Form.

1. What emotions did you experience as you worked through the project? (Anger? Excitement? Pride? Frustration?)
2. What problems did you encounter? (Money? Time management? Skill deficiencies?) Explain.
3. What personal growth did you gain from the project? What self-knowledge did you gain? What knowledge of your topic did you gain?
4. How did the project affect your plans for your future? Explain.
5. What project advice would you pass on to next year's seniors? Explain.
6. Consider doing research to add details, colorful anecdotes, and facts.

BOARD PREPARATION ~ Organizing Your Speech

ORGANIZATION:

- Now that you sort of know what you're going to say, how are you going to say it? Use your answers to the previous questions as a place to start.
- Write an outline that arranges your material in an order that is logical and clear to the listeners.
- Put your best stuff at the start and in the finish.
- Remember that you are now an expert and your board will probably not have the expertise you do.

Possible Outlines

- I. Introduction
- II. Project procedure
- III. Problems you encountered
- IV. How you solved them or dealt with them
- V. What you learned from doing your project
- VI. Conclusion--what you learned about yourself

- I. Introduction: before your project: How did you decide what to do? Why did you choose what you did?
- II. During: How did you approach and organize your project?
- III. During: What did you learn from the project about the subject area?
- IV. During: What successes and problems did you encounter as you worked?
- V. Conclusion: after: What did you learn about yourself? How did you change?

For a Controversial Issue

- I. Introduction
- II. Project procedure and what you learned about yourself
- III. Problems you encountered
- IV. How you solved or dealt with problems
- V. What you learned from doing this project
- VI. Conclusion is a call to action

The Introduction

- ◆ Grab the attention of your board while being pertinent to your topic.
- ◆ Make a clear point about what you did and learned.
- ◆ It should be no longer than 60 seconds.
- ◆ Consider using quotations, facts, readings, dramatics, jokes, surveys or other audience participation, demonstrations, or questions.
- ◆ Write your introduction out word for word and memorize it for a confident start.

BOARD PREPARATION ~ Writing Your Speech and Speech Techniques

Organize and write your speech ~ Transitions and the Conclusion

Plan your transitions. What will you say to let the listeners know you are switching from one part of the speech to the next?

Plan your conclusion. A good conclusion should do the following:

- ◆ Briefly restate topic/thesis.
- ◆ Leave the audience thinking.
- ◆ Take no more than 30-45 seconds.
- ◆ Write your conclusion word for word and memorize it so your speech will have a definite, strong ending.

Incorporating Your Visual

Plan the use of your visual(s). Your visual must be made by you and look professional. Will it be an on-going, integral part of your speech, such as a slide show? Part of your introduction?

- Avoid passing items around during your speech since it will distract your board.
- Plan to face your board at all times. You should not sit at the computer.
- Visuals should never hide your face, and you should never stand between your visuals and your board.
- You may have a video no longer than 1.5 minutes if you don't talk during it or 2 minutes long if you pause the video and discuss a certain shot.
- Powerpoints should not contain your speech outline or text. Captions for photos only, and no unnecessary slides.
- A montage of photos is OK, but can be distracting. Students planning to do this should have it ready for their practices in class so they can get advice on whether it is effective.

Any equipment needed for a Sr. Project (DVDs, projectors, extension cords, etc.) must be reserved with the appropriate supplier (Library, Theatre) AND tested at least two weeks before the event. No last-minute requests will be honored.

STEP FOUR: Consider speech techniques.

1. Eye contact: This is extremely important. Practice often enough that you seldom or never need to look at your notecards. Remember your board has chosen to be here today to see students succeed. Since you need the reinforcement that their encouraging expressions will give you, look at them. True communication happens with the eyes.
2. Posture: **Stand proud!** You have accomplished a great deal!
3. You want your audience to pay attention to what you are saying, so avoid:
 - ◆ Gripping the podium--white knuckles are so unattractive.
 - ◆ Locking your knees--you've come too far to faint now.
 - ◆ Twitching, fidgeting, shaking, scratching, playing with hair or jewelry.

BOARD PREPARATION ~ Speech Techniques, the Impromptu and the Stage

4. Voice: Be loud enough to be heard and try to vary your pitch to avoid droning.
5. Gestures: Use your hands to help make your point. Gestures should be natural and spontaneous, not choreographed and mechanical. Keep your hands out of your pockets.
6. **Practice your speech.** Deliver your speech to your dog, to your mirror, to your friends.
7. It's OK to have notecards (although your board may think you don't know your speech).

STEP FIVE: Prepare for the impromptu.

Of course there is no way to know what your board will ask you, but you can make some educated guesses. That process will provide you with the confidence and clear-headedness to answer any queries. Prepare by answering the following brainstorm questions:

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have that might spark interest?
4. What controversial topics, if any, do you touch on?
5. What possessed you to choose this topic?
6. Who helped and how?
7. How did you finance it?
8. How much time did you spend on each stage?

STEP SIX: Prepare the "stage."

1. Check the layout of your assigned room the day before you give your speech. Plan how you'll move the furniture so it will work the best way for you.
2. If you're using technology, **be sure everything works.** In your assigned room, follow the entire process you will follow when you give your speech. Log in to the computer, use the remote(s) to turn things on, open up your powerpoint, load your CD or DVD, hit "play" and be sure everything works smoothly.
3. **COME EARLY** for your board speech; half an hour before your assigned time is best.
4. It's OK to use a stopwatch (although your board might think you don't know how long your speech is). If you use your cellphone, be sure it doesn't ring.

***If a (person) has done his/her best,
what else is there?***

~George S. Patton

BOARD PREPARATION ~ Your Appearance and Attitude

STEP SEVEN: Dress for success and think positive.

Choose what you'll wear well ahead of time and be sure attire is clean, ironed, and neat. If you have multiple piercings, remove extra rings or studs so they are not obvious.

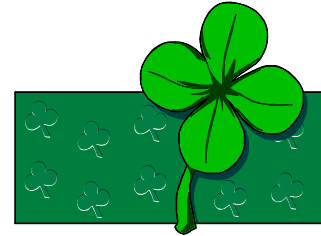
- ◆ Costumes, uniforms, or job-related clothing pertinent to your project may be worn as long as the No Bare Zone is covered. In the business world, no one knows the color of your underwear!

Gentlemen should wear

- ◆ nice slacks and button-down shirts with ties or sweaters
- ◆ sports jackets or suits
- ◆ no jeans or sagging.

Ladies should wear

- ◆ dresses with stockings (no mini-skirts).
- ◆ pant suits or dress suits
- ◆ no bare midriffs, low necklines, or thin straps.



Good luck!

Attitude

- ◆ Remember, there IS a safety net. Avoid the net by practicing your presentation until you are sure of it. Plenty of previous seniors have had to re-do their boards, yet they still graduated on time. Take your success seriously and be sure to pass by your third try.
- ◆ Before your board, picture yourself successfully completing it. During your board, breathe deeply if you get flustered, and don't lock your knees.
- ◆ Avoid the "P" word in your presentation; most of your classmates procrastinated to some extent, and your board will not be impressed if you mention it. Discuss time management.
- ◆ Avoid saying things that convey a lazy or negative attitude, such as "I didn't like doing my project" or "I waited forever for my mentor to call me back."
- ◆ Yes, it was a long, tough process, but be positive! When you think about it, you probably did learn a lot. It's all right to be critical of the system, but be brief and constructive.
- ◆ Be enthusiastic! Hopefully, you chose a topic that interested you, so get excited about it in your board.
- ◆ **Breathe!**

Scoring the Board Speech

- ◆ Familiarize yourself with the "Presentation Evaluation Form" in the back of this handbook.
- ◆ In order to be judged proficient, your speech must be 7 to 11 minutes long and the majority of your board needs to agree that your speaking skills are proficient in all areas on the rubric.
- ◆ In order to be judged excellent, your speech must be 8 to 10 minutes long with almost all of your board agreeing that your speaking skills are excellent in all areas on the rubric. If two judges agree that the same area is proficient, your speech is not excellent. If one judge does not align with all the other judges, the rubric may be discounted. An A grade on your speech does not mean it is excellent.

TEACHER'S PROJECT EVALUATION FORM

Student _____ Date _____ SCORE E P U

Project title _____ Teacher _____

USE OF TIME (25)	EXCELLENT <ul style="list-style-type: none"> • A minimum of 40 hours • Demonstrates consistent, efficient, thoughtful use of time 	PROFICIENT <ul style="list-style-type: none"> • Meets or exceeds minimum requirement of 20 hours • Demonstrates time management skills 	UNACCEPTABLE <ul style="list-style-type: none"> • Has fewer than 20 hours • Lacks evidence of time management
VERIFICATION ITEMS (25) <ul style="list-style-type: none"> • Proposal • Parent awareness • Signed Checkpoint • Log of hours & Mentor Verification • Other required assignments 	EXCELLENT <ul style="list-style-type: none"> • Student is self-directed and turns in all verification items on time • Items are thoughtfully and neatly written and organized. 	PROFICIENT <ul style="list-style-type: none"> • Student turns in items after a reminder or a few reminders from the instructor • Items are legible and organized. 	UNACCEPTABLE <ul style="list-style-type: none"> • Student does not turn in verification items unless constantly reminded by the instructor • Student does not turn in verification items.
QUALITY (50)	EXCELLENT <ul style="list-style-type: none"> • Superior effort or craftsmanship, and attention to detail • The project is well organized • The project reflects pride • Student can explain how the project is excellent • A challenge is evident 	PROFICIENT <ul style="list-style-type: none"> • Good effort and attention to detail • The project is organized • Student can explain how the project is proficient • A challenge is evident 	UNACCEPTABLE <ul style="list-style-type: none"> • Little or no effort evident • Student overlooks details • The project is disorganized • No challenge is evident
PROBLEM SOLVING (50)	EXCELLENT <ul style="list-style-type: none"> • Uses appropriate problem-solving skills to overcome difficulties • Persists until problems are solved • Seeks advice or help when needed • Consults other sources to find solutions. • Explores new ideas or creative solutions 	PROFICIENT <ul style="list-style-type: none"> • Uses problem-solving skills to overcome difficulties • Tries to solve a problem several times before quitting • Seeks advice or help when needed • Tries to consider new ideas or creative solutions 	UNACCEPTABLE <ul style="list-style-type: none"> • Has little or no understanding of difficulties and no plans to overcome them • Quits immediately • Fails to seek advice or help • Fails to consider new ideas or creative solutions

COMMENTS:

SENIOR PROJECT PRESENTATION EVALUATION FORM

Student _____ Date _____

Project _____ Speech length _____

CONTENT

Excellent Proficient Developing

Time limit: 8-10 minutes for excellence; 7-11 for proficiency			
Introduction: The Speaker is in control. Opening statement is engaging, content is focused, and purpose is clear.			
Research and expertise are apparent through clear main points and appropriate supporting details. Terminology is used and explained.			
Application of learning: Self-discovery statements such as “I learned” and “I never knew” reflect the speaker’s growth.			
Organization: Speech is logically ordered and transitions linking various parts make the speech easy to follow.			
Conclusion: Major points reviewed, emphasis on student learning, final sentences make the speech seem complete.			
Language Usage: Word choice is mature and precise.			

DELIVERY

Greeting and Eye Contact: Speaker shakes hands or greets the board and makes eye contact throughout the speech.			
Effective Speech Techniques: Speaker is poised. Rate, volume and gestures make speech easy to listen to.			
Dress and Appearance: Speaker’s dress is professional.			
Visual/Audio aid(s): Smoothly integrated into presentation, easily visible or audible, relevant, and professional.			
Portfolio: Professional in appearance, shows pride, and free of spelling, grammar, and punctuation errors.			

IMPROMPTU

Impromptu skills: Answers are fluent and confident.			
Quality of response: Answers reflect expertise.			

COMMENTS are greatly appreciated by the students, especially if the developing column is marked. Students need to understand their strengths and weaknesses.

SCORING RUBRIC FOR THE SENIOR PROJECT RESEARCH PAPER

Student/number _____ Date _____ Score: E P U

	IDEAS/ Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Evidence of Research
	Topic shows analysis and synthesis. Strong primary/secondary support. Topic covered thoroughly.	Strong intro with thesis, logical order, essay structure. Transitions used. Excellent is 2000-2500 words.	Shows honesty and writer's ideas and words. Writer owns subject.	Clear and vital. Uses 3rd person. Use of pronouns clear.	Varies in length and structure. Different beginnings. Strong transition between ideas.	Length 2000-2500 words (Excellent) Minimum 1500 (Proficient) Correct MLA format (CHS Guidelines)	Shows planning, searching. Direct quotes limited. Variety of sources. Excellent is 2000 – 2500 words.
EXCELLENT Writer excels in trait.	(20-18)	(20-18)	(10)	(10)	(10)	(30-28)	(50-46)
PROFICIENT Shows control and confidence. Paper may need very little revision.	(17-16)	(17-16)	(9-8)	(9-8)	(9-8)	(27-24)	(45-40)
DEVELOPING Writer begins to take shape. Paper needs more revision.	(15-13)	(15-13)	(7-6)	(7-6)	(7-6)	(23-21)	(39-35)
VERY BASIC Writer shows little control. Needs many revisions.	(12-11)	(12-11)	(5)	(5)	(5)	(20-18)	(34-30)
BEGINNING Writer is just starting.	(10-0)	(10-0)	(4-0)	(4-0)	(4-0)	(17-0)	(29-0)