

Senior Project



Handbook

Wichita High School North
2018-2019

North High Senior Project Overview

1. Senior Project Objective:

Senior Project is designed to help students develop new and authentic knowledge using 21st century skills for an extended period of time.

2. Senior Project Essential Question:

This is the overarching question that drives the focus of your entire project. Your question should be broad enough to warrant 20 hours to complete your project. Your annotated bibliography, 20 hours, trifold, and presentation should all seamlessly connect back to your essential question.

Answering an essential question requires that you do more than restate research information; you need to think critically and analyze alternatives. Your question provides purpose for your research (which will become your annotated bibliography).

3. Senior Project Annotated Bibliography:

In order to answer your **essential question** and then proceed to tie your research to your actual **senior project**, you will develop an **annotated bibliography**. An annotated bibliography is a collection of citations of books, articles, documents and other sources. Each citation is followed by a brief descriptive paragraph and an evaluative paragraph. The purpose of the annotation is to inform you, and your audience, of the relevance, accuracy, and quality of the sources cited. In order to evaluate a source, you will need to read fully, thoughtfully, and critically. When you are finished with annotations, you will develop a **thesis** or answer(s) to your essential question which supports your project. You may find that your thesis is a stretch, a new argument not actually presented by the sources that you have used, but a good thesis is arguable, interesting, relevant, and based on your conclusions.

4. Senior Project Evidence:

After you have developed your essential question and completed your annotated bibliography you are ready to start collecting your evidence. This evidence should document all stages of your project. Evidence could consist of pictures, your activity log, reflective journals, etc.

The **20 hours** must be spent on your project. The 20 hours do NOT include research on your annotated bibliography, typing your annotated bibliography, trifold work time, or school time unless you have administrative approval.

5. Senior Project Open House:

This is a required part of Senior Project. You must be in attendance for a full two hours. You must invite at least three people to attend Open House (not including those that you live with). Your trifold and portfolio must be completed and present with you at Open House. Professional dress is expected at Open House.

6. Senior Project Presentation:

After you have completed your 20 hours and collected your evidence, you are ready to prepare your presentation. Your presentation is made up of two parts. 1) You will collect project documentation into a project portfolio; 2) You will prepare a 7-9 minute oral presentation about your project experience, plus a maximum of 5 minutes allotted for questions and answers.

Acknowledgment, Waiver, Release and Indemnity

Agreement For Senior Project

(Consent/Liability Form)

The undersigned, as parent/guardian of _____ (student's name, hereinafter referred to as "my student") hereby acknowledges that my students desires to participate in the Senior Project Program at North High School. My student has my permission to so participate in the Senior Project program he/she has chosen, which is _____. I understand what his/her Senior Project is that it was selected by him/her.

I understand that participation in the Senior Project Program may necessitate my student leaving school campus and engaging in community activities and/or working with public or private agencies or entities at locations which are not under the control or supervision of U.S.D. #259.*

In consideration for U.S.D. #259 allowing my student to participate in the Senior Project Program referred to above, the undersigned, for and on my own behalf of my student, his/her heirs, representatives or assigns waive and release any and all claims for damages which my student, his/her heirs, representatives or assigns might have or claim to have against U.S.D. #259, its officers, employees, agents and representatives, and my student's mentor arising out of or related to my student's participating in the Senior Project Program. Furthermore, the undersigned for and on my own behalf and on behalf of my student, his/her heirs, representatives and assigns agree to indemnify and hold harmless U.S.D. #259, its officers, employees, agents, or representatives and my student's mentor arising out of or related to my student's participation in the Senior Project Program.

PARENT/GUARDIAN SIGNATURE: _____

PRINTED NAME: _____ DATE: _____

ADDRESS: _____

PHONE: _____

EMAIL ADDRESS: _____

*U.S.D. #259 refers to Unified School District No. 259, Sedgwick County, state of Kansas.

Wichita North High School

Senior Project

Important Dates & Deadlines

Dates to Remember

Wednesday, April 17, 2019	Open House 6:00 pm to 7:30 pm (Students will set up at 5:30 pm)
Monday, April 22, 2019	Senior Project Presentations 12:30 pm to 3:30 pm
Wednesday, April 24, 2019	Senior Project Presentations 4:00 p.m. to 6:00pm
Saturday, April 27, 2019	Senior Project Presentations 9:40 am to 12:00 pm
Friday, May 10, 2018	Senior Project Make Up Open House and Presentations (After Senior Breakfast)

To Be Completed 1st Semester

- Senior Project Parent Letter
- Acknowledgement, Waiver, Release and Indemnity form
- Annotated Bibliography
- Annotated Bibliography evaluation
- Approved Project proposal form
- Completed Mentor contract
- Extracurricular/Academic Activities Chart

To be Completed 2nd Semester

- Mid-point reflection
- Resume
- Project activity log
- Project photos (at least one photo of you working on product, not the tri-fold, and one with mentor)
- Tri-Fold
- Self-evaluation
- Project mentor evaluation
- Oral presentation outline
- Project/portfolio title page
- Table of Contents (list of all pages you include in addition to the required elements)

21st Century Skills

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively

- Use various types of reasoning (e.g., inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

CREATIVITY AND INNOVATION

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate ideas in order to improve and maximize creative efforts
- Demonstrate imagination and curiosity

Work Creatively with Others

- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

COMMUNICATION AND COLLABORATION

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade) and in diverse environments (including multi-lingual)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Collaborate with Others

- Demonstrate ability to work effectively and respectfully
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

VISUAL LITERACY

- Demonstrate the ability to interpret, recognize, appreciate, and understand information presented through visible actions, objects and symbols, natural or man-made²

CROSS-DISCIPLINARY THINKING

- Apply knowledge, attitudes, behaviors, and skills across disciplines in appropriate and effective ways

MEDIA LITERACY

Analyze Media

- Understand both how and why media messages are constructed and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics, and conventions

FLEXIBILITY AND ABILITY

Adapt to Change

- Adapt to varied roles, job responsibilities, schedules, and contexts
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize, and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL & CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct oneself in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

PRODUCTIVITY & ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan, and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Be accountable for results

SENIOR PROJECT MENTOR CONTRACT
MENTOR'S Copy
(To be kept by the Mentor)

STUDENT NAME: _____ STUDENT PHONE: _____

STUDENT'S EMAIL: _____

STUDENT ESSENTIAL QUESTION: _____

BRIEF DESCRIPTION OF PROJECT: _____

Before you agree to mentor a senior at North High School, please read the following requirements to see if you are willing to accept this responsibility:

- Meet with student and/or contact a minimum of 5 times (may include phone &/or email contacts)
- Help student plan and implement a project that will take at least 20 hours by the student to complete
- Formally evaluate the student's progress twice: Midpoint Evaluation and a Final Evaluation
- Help student prepare for oral presentation.
- Attend student's oral presentation or provide a suitable replacement to attend presentation, if possible.
 - Monday, April 22nd, Wednesday, April 24th or Saturday, April 27th.
- If not able to fulfill any of the above, immediately contact student and his/her Senior Project teacher so they can make other arrangements for the project
- Not be related to the student
- Be at least 21 years old
- Not be a staff member at North High

Any questions or concerns should be immediately reported to:

SENIOR PROJECT TEACHER: _____ PHONE: _____

EMAIL: _____

SENIOR ENGLISH TEACHER: _____ PHONE: _____

EMAIL: _____

PARENT: _____ PHONE: _____

EMAIL: _____

SENIOR PROJECT MENTOR CONTRACT
PORTFOLIO Copy

STUDENT NAME: _____ PHONE: _____

I have read the requirements for mentoring a North High senior.

By **INITIALING** each item, I agree to do the following:

- I will meet with student and/or contact a minimum of 5 times
- I will help student plan and implement a project that will take at least 20 hours to complete
- I will help student prepare for oral presentation
- I will attend student's oral presentation or provide a suitable replacement for myself if I am not able to attend presentation
- I am not related to the student
- I am at least 21 years old
- I am not a staff member at North High
- If I am not able to fulfill any of the above, I will immediately contact my student and his or her senior project teacher so they can make other arrangements for the student and his project
- I will evaluate the student's progress two times: Midpoint evaluation and final evaluation

MENTOR NAME: _____

MENTOR MAILING ADDRESS: _____

CITY, STATE, ZIP CODE: _____

MENTOR EVENING PHONE: _____ CELL PHONE: _____

DAYTIME PHONE: _____ BEST TIME TO CALL: _____

MENTOR EMAIL: _____

Preferred Method of Contact: Mail E-mail

MENTOR SIGNATURE: _____ **DATE:** _____

My area of expertise as it relates to this student's project is: _____

Writing the Annotation: It's a Process

How to Summarize: A 7 Step Process

What is a Summary?

A good summary conveys the main idea and the supporting points of a text in a shortened form. A summary should be a well-developed paragraph that includes a topic sentence, supporting details, and conclusion.

Step 1—Divide It Up

Skim the text, and divide it into logical sections. Use headings, subheading, bold-faced or italic print and any other text features like pull-out boxes. Note paragraphs if you are looking at an article, chapters for a longer work. Mark these divisions on the text.

Step 2—Read

Read this time straight through, without stopping or noting, to get a feel for the style and main idea. For a long work, use this reading to identify sections that you will need to reread, possibly an introductory chapter, or an overview section, or a chapter that specifically fits with your interests and essential question.

Step 3—Reread

Yes, to write a good summary, you must do this. This time read ACTIVELY, underlining key words and phrases, labeling in the margins, etc. Label areas that seem critical to supporting the main idea, and also note areas that are too specific to go into the summary. Use sticky notes if you cannot mark on a print source.

Step 4—Identify Author's Purpose

Think about why the author wrote this text. -to inform? -to persuade? -to entertain? -other?

Then, try to write the main idea of the text in one specific sentence. This will become the topic sentence of your summary.

Step 5—Do the Sections

Write one well developed sentence for each section you identified in Step 1. Write these in order, and be sure each identifies a key supporting point, not a minor detail.

NOTE: Steps 4 & 5 could be switched as needed.

Step 6—Write It Out

Essentially, you have done this already. Just put Steps 4 and 5 together into a paragraph, with the topic sentence from Step 4 first. Writing Tips:

- include the author and title of the text
- use appropriate transition words to connect the sentences
- write in present tense
- be concise—as a rule, your summary should be about one quarter of the length of the original
- use YOUR OWN WORDS—or, if you must, use a few words of quotation, appropriately punctuated and cited
- do NOT use YOUR OPINION—a summary tells what the author said/thought in a shorter form

Step 7—Review

Read your summary critically. Ask yourself: “Does this clearly convey the author’s main idea and tell how he/she supports this idea? Does it tell THE AUTHOR’S ideas in YOUR words?”

Rate your summary: Excellent Good Fair Poor

Writing the Annotation: It's a Process

How to Evaluate: A 4 Step Process

What is Evaluation?

Evaluation is the systematic determination of the value of something based on criteria. For the Senior Project Annotated Bibliography, it means determining the value of the source in providing accurate and relevant information to help you to answer your Essential Question. An evaluation should be a well-developed paragraph that includes a topic sentence, supporting details, and conclusion.

Step 1—Look at the Surface

For each of the following areas, answer these questions as you are able. Note that you may have to do some searching to find some of this information.

AUTHOR—Is the author an expert in the field? Does he/she have education or experience in this area? How do you know? Have you seen this author's name mentioned in any other materials on this subject? Is the author associated with an organization or institution (like a university or a charity)?

PUBLICATION—When was the source published? This will make more difference in some fields than in others. Who published it—is it a scholarly source? What type of source is it—book, magazine, scholarly journal, web site, other? What limitations do you need to consider when using this type of source?

AUDIENCE—Who was the intended audience for this source? Is this appropriate for the scope of your project and your essential question? (For instance, is it written for an elementary school student? If so, it is probably factual but not in-depth enough for your project. Is it written for a graduate college student? If so, you could use it IF you knew enough to follow the possible jargon and other assumed knowledge in the article.)

Step 2—Look Below the Surface

Now consider the content of the source. Read (or at least skim if it's a long source) then answer the following.

USER-FRIENDLINESS

How is the source organized? Do chapter or section headings help you to find information? Does it have comprehensive indexes?

What is the style of the writing? Is it primarily text, or do you find accompanying visuals? Does it present the information you need in an easy-to-find manner?

CONTENT

Is the content objective, or is it biased? Can you separate the facts from opinions? Is it a primary or secondary source?

****What does the source add to your understanding of your topic and your essential question? Is the information new and/or in added depth?*** You should plan to include this in your evaluation.**

Step 3—Write your evaluation

After considering all of the areas above, decide which seem the most critical in evaluating THIS source for YOUR annotated bibliography. Use those critical areas to write a well-developed paragraph.

Topic Sentence—Give an overview of this source's usefulness.

Body—Explain what you found in the critical areas. Should be at least 4 sentences.

Clincher Sentence—rename the source, and sum up the information from both your summary and evaluation.

Step 4—Review

Read your evaluation critically. Ask yourself: "Does this evaluate the source's relevance and usefulness for answering the essential question?"

Rate your Evaluation:

Excellent

Good

Fair

Poor

Julie Jones

Mrs. Frederick

Senior Project TT

August 1, 2011

The Endangered Wolf

Essential Question: How can wildlife advocates and hunters/ranchers compromise to preserve wolves in the wild and ensure their survival while supporting the needs of ranchers?

Annotated Bibliography

Barton, Melissa. "Restoration or Destruction: The Controversy over Wolf

Reintroduction." *Journal of Young Investigators*, 8 Sept. 2005, www.jyi.org/2005-september/2005/9/8/restoration-or-destruction-the-controversy-over-wolf-reintroduction.

Although the reintroduction of wolves into several western states has been deemed successful by the U. S. Fish and Wildlife Service, it is still controversial. The main opponents of wolves are ranchers, who historically remember earlier generations of their families "eliminate[ing] the wolf threat," who now see the wolf as a symbol of disrespect to their way of life. Even though the numbers of wolf kills are actually much lower than losses of stock to disease, weather, and other predators, these ranchers tend to label wolves with human adjectives like "cruel" and "vicious." And, while Defenders of Wildlife will pay ranchers for documented wolf kills, not all losses to stock can be documented, and a small operation near a wolf pack could suffer significantly in economic terms. In contrast, scientists and wolf lovers support wolf reintroduction for

Website/
Online Journal

Summary

both spiritual and ecological reasons. They say that a healthy wolf population can in fact create a “tropic cascade,” returning a complex ecosystem to its natural levels of other animals and plants. The author believes, however, that through open communication, “[i]t is possible for humans to learn to live with predators.”

This article appears in a web journal that has significant sponsorship, including The National Science Foundation, Georgetown University, Duke University, and Science Magazine. The site describes its scientific mission and submission policies, and it includes links to an impressive staff and board of directors. Therefore, evidence suggests it is a well-documented source. Though it is written primarily by undergraduate university students from around the world, this article was perfectly accessible to a high school audience. Article subheadings, photos, and an intriguing lead made this very user-friendly, and the content fit well with the essential question. One area of concern is the date of the article, 2005, but much of the information was consistent with that found in other, more recent, sources. In fact, this article served to verify information from “Man versus Wild,” and thus will be helpful. The data about wolf kills as opposed to weather, disease and other predators, and the economic impact on small ranches, was especially interesting and would be good to use in working with both sides of the controversy.

Stromberg, Justin. “Man versus Wild: Plans to Take Gray Wolves off the Endangered Species List Have People Howling.” *InfoTrac Student Edition*, 27 Sept. 2010, defenders.org/gray-wolf/threats.

Gray wolves still engender controversy: as their numbers have grown, ranchers and others in several states have pushed to have them removed from the endangered

Magazine
Article from
GALE

species list and allow at least some hunting of the population, but wildlife advocates argue this would mean the wolf would be in danger. In the article, “Man Versus Wild: Plans to take gray wolves off the endangered species list have people howling,” the author outlines both sides of the issue. First, the author gives some background of wolves on the endangered species list, including specific data and examples of how the current numbers of wolves in the wild have affected humans on both sides of the issue. Next, the author examines the point of view of those wanting the wolf taken off the list. A Montana rancher and a Montana US Representative give examples and explanations about why and how wolves have become a problem in the state, and a Wildlife Services director explains that to keep the populations manageable, some killing must be done. Finally, he covers the position of those who believe that wolves should stay on the list. Wildlife advocates, including people from the Humane Society and the Center for Biological Diversity, explain why wolves still need protection, including other ways to control the population without killing any wolves. A final section lists facts about wolves and the Endangered Species Act, as well as how wolves have been portrayed in literature, from the Big Bad Wolf to the novel *White Fang*.

Because this article gave background and a balance of information from both perspectives, it was a useful place to begin to see the important arguments on both sides. It appeared in a magazine devoted to a teen audience, and it encouraged critical thinking by presenting both points of view evenly and allowing the reader to make conclusions. The specific examples and the data given were both thoughtful and thought-provoking. This article did not take a stance on the issue of wolves and the Endangered Species Act,

but it provided a good basis for further research on which the reader can make their own judgments.

MLA Checklist

- Header in the upper right hand corner with last name and page number
- Heading in the upper left hand corner (Name, Teacher's Name, Senior Project, and Date)
- Title Center Aligned
- Double Spaced
- 12 point font
- Times New Roman font (Make sure all font is the same throughout)
- 1 inch margins
- Alphabetize all sources according to the first word of each source citation
- The source citation should have a hanging indent

PLAGIARISM:

Dictionary.com defines plagiarism as, "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author"

In other words, if you cut and paste something from the internet or copy more than **FOUR** words from a book or magazine without giving the author credit by using quotation marks, you are stealing. Research is looking up what other people have thought and found about your subject. You have to use their ideas and sometimes the author just says it best. Use the information and give credit to the author or simply quote them. It is better research to show the reader that other scholars agree with your views and findings. You must not copy a paragraph or even a sentence and use the thesaurus to change a few key words. Instead, summarize the information into your own words and give the author credit.

Senior Project Annotated Bibliography Scoring Rubric

Student's Name:

Evaluator's Name:

	Exemplary	Adequate	Unsatisfactory	Comments
Summary paragraphs	<input type="checkbox"/> All sources are summarized in a way that is complete and coherent. <input type="checkbox"/> Student writing exhibits a strong ability to synthesize text and present it in their own words.	<input type="checkbox"/> All sources are summarized completely. <input type="checkbox"/> Student writing communicates the gist of the original text in the writer's own words.	<input type="checkbox"/> Some source summaries are missing or are not summarized completely. <input type="checkbox"/> Student writing does not communicate effectively the gist of the original text. <input type="checkbox"/> Writing appears to be cut and pasted from an original source.	
Evaluation paragraphs	<input type="checkbox"/> All sources are evaluated to connect to student's essential question. <input type="checkbox"/> Student makes a strong connection between the value of the text and their research.	<input type="checkbox"/> All sources are evaluated and connections are made to the essential question. <input type="checkbox"/> Student writing communicates the value of the text.	<input type="checkbox"/> Some source evaluations are missing or incomplete. <input type="checkbox"/> Student does not establish the value of the text. <input type="checkbox"/> Student does not make connections to their essential question.	
Quality of Sources	<input type="checkbox"/> 5 sources <input type="checkbox"/> 4 different types OR 3 academic/rigorous sources	<input type="checkbox"/> 5 sources <input type="checkbox"/> 3 different types (journal, magazine, video, book, website, etc.)	<input type="checkbox"/> fewer than 5 sources <input type="checkbox"/> fewer than 3 different types	
MLA Format	<input type="checkbox"/> MLA style accurately used in documenting sources. <input type="checkbox"/> Heading is formatted correctly. <input type="checkbox"/> Page is double spaced with sources listed in alphabetical order. <input type="checkbox"/> Paragraphs are indented properly.	<input type="checkbox"/> Most sources are documented properly, though some information is missing. <input type="checkbox"/> Heading is formatted correctly. <input type="checkbox"/> Page is double spaced with most sources listed in alphabetical order.	<input type="checkbox"/> Most or all sources are improperly documented. <input type="checkbox"/> Important information is missing. <input type="checkbox"/> Little to no conformation to MLA format style.	
Language Use & Mechanics (ARG: Voice, Word Choice, Sentence Fluency & Conventions)	<input type="checkbox"/> Student's voice is reflected through use of language. <input type="checkbox"/> Text demonstrates variety of word choice appropriate to topic. <input type="checkbox"/> Sentences flow smoothly and demonstrate variety of structure. <input type="checkbox"/> Spelling and grammar errors are very limited. (4s to 5s on ARG)	<input type="checkbox"/> Text demonstrates understanding of vocabulary appropriate to topic. <input type="checkbox"/> Sentences are complete and adequately convey ideas. <input type="checkbox"/> Punctuation and spelling errors don't detract from message. (3s on ARG).	<input type="checkbox"/> Consistent problems with mechanics and structure throughout the document detract from the message. (1s to 2s on ARG).	

Comments:

What is an extracurricular/ academic activities chart?

Many scholarship applications will require that you list extracurricular activities you have participated in, awards you have received, leadership roles and experience, and other special accomplishments. To increase your chances of winning a scholarship it is important that you think about what you have done during high school when you went above and beyond. Use this list to jog your memory about all of the awesome things you have accomplished. Write your activities directly into a scholarship application or create a resume-like document to attach to scholarship applications.

- **Past or Present Participation In:**

- Redskin Involvement Team/RIT Leadership Team
- Student Government/Council
- School clubs or organizations such as Anime Club, Outdoor Club, Leadership, HALO, K-Club, BGLT, FEA, etc.
- Band, Choir, Drama, Debate
- YEK: Market Day!
- TRIO, Nu-Lites, GEAR UP, JAG or other pre-college program
- Communities in Schools
- Athletics

- **Other accomplishments:**

- National Honor Society
- Honor Roll, Student of the Month, 99% Award
- Top third of class (or top 10%, etc.)

- **Received an award for:**

- leadership
- debate
- musical performance
- writing piece
- artwork
- science contest
- recognition of community service

- **Volunteers or volunteered at:**

- Habitat for Humanities, Tanganyika, Via Christi, etc.
- Senior center, Animal shelter, Food bank/Soup Kitchen
- Neighborhood clean-up project
- Fundraiser such as the Turkey Drive

- **Other examples:**

- Performed with a professional musical group (orchestra, band, choral group, church group)
- Had a poem, story, or article published in a newspaper or magazine
- Participated in summer program such as Upward Bound
- Started own business or service (babysitting, lawn service)
- Boys and Girls Club/Big Brothers Big Sisters involvement
- Church Involvement (youth group, choir, usher, etc.)
- Caretaker for different generations of family members
- Translator for parents or at events
- Participated in Beautillion or Fashionetta
- Serve as a proctor or teacher's assistant
- Possess food handler's card, first air certification, etc.

Be sure to:

- **Showcase yourself and all of the great things you have done.**
- **Be neat, thorough and honest**
- **Spell out ALL acronyms. For example, if you write "R.I.T.", a reader may not know that it stands for Redskin Involvement Team. And, they won't necessarily know what the Redskin Involvement Team is so you will want to write a brief sentence about what the Redskin Involvement Team does.**

Extracurricular/ Academic Activities Chart

Name: _____				
	Date(s) (From – To)	Time Spent		Description
		Hrs per Week / Month	Total Hrs	
Community Service and Volunteering				
Awards and Accomplishments				
Participation in Clubs & Organizations				
Work Experience				

Mid-Point Conference

Student Name: _____

Date: _____

English Teacher: _____

Sr. Proj. Teacher: _____

The Mid-point review and conference is a chance to reflect on what you have accomplished so far and to look ahead to what you need to in the upcoming weeks. The conference also allows for your teachers and mentor to confirm that you are moving along in a way that will enable you to have a successful project deadline.

The conference must be held with your Senior Project Tower Time teacher at the end of the semester and will be submitted to your Senior English teacher. You should schedule a time to go through this review with your mentor as well.

Project Proposal:

I have successfully completed my Project Proposal form: Y N

Parent Waiver:

My parents/ guardians and I have looked over and signed the Acknowledgement, Waiver, release and Indemnity Agreement Y N

Resume:

I have successfully completed my resume and have a typed clean copy in my portfolio Y N

Mentor:

I have successfully found a mentor that is willing to work with me on my Senior Project Y N

My Mentor Contract has been signed and is currently on file with my Senior Project Institute teacher. Y N

I have spent _____ hours with my mentor so far.
He/she has helped me in the following ways:

Time Log & Reflective Journal

Every time I meet with my mentor I fill out my Time/log and have he/she sign it to verify what took place during our meeting. Y N

I am accurately documenting all times that I have spent working on my Senior Project. Y N

I am having the most difficulty with the following aspects of my project:

Other questions or concerns from the student:

Comments from the Senior Project Tower Time teacher:

Student Signature: _____ Parent/Guardian Signature: _____

Senior Project Tower Time Teacher's Signature: _____ Date: _____

Senior English Teacher's Signature: _____ Date: _____

Tri-folds

Include:

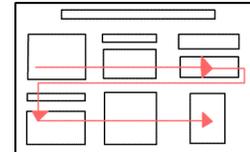
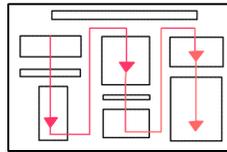
1. Title of project
2. Tower Time & English teacher's name
3. Mentor's name
4. Your name
5. Essential question
6. Summary of what you **learned**—just the highlights that can be bullets
7. Summary of what you **did**—just the highlights that can be bullets
8. Pictures **with captions**

Your tri-fold should be **INFORMATIVE!!**
Think of it as an **overview of your entire project**

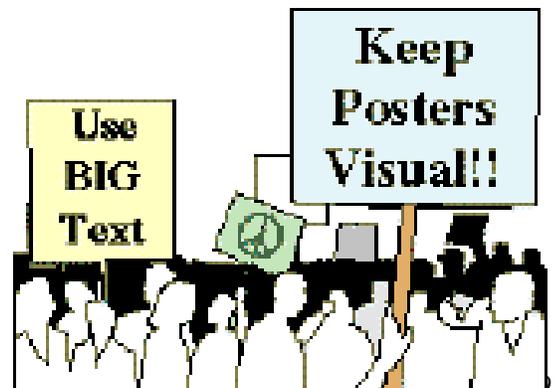


Design Tips:

- **Make a plan!** Do not glue **down until you have everything laid out on your tri-fold.** (Use rulers and pencils first to lay out your design.)
- Let your tri-fold tell the story of your project.
- Basic white Tri-Folds can be purchased in the library for \$4 and white “Toppers” can be purchased for \$1.
- Senior Project Black & White print outs are free and Color print outs are \$.50. On our school sponsored “Make a Tri-Fold Night”, printing is free.
- We have supplies (scissors, glue, rulers, some colored paper) until they run out. (You will need to bring any supplies that we do not have.)+
- Pictures and lettering should be
 - Big enough to see from a distance.
 - Easy to read
- Check spelling carefully.
- Arrange the materials in some kind of order—see examples above.
- Please clean up after yourself as you work/finish. (There will be a recycle box set out.)



anything



Senior Project Mentor Evaluation

The mentor evaluation is a very important part of the Senior Project experience. Your honest appraisal of the student, including specific information, will be helpful to the student.

Mentor Name: _____

Student Name: _____

Did the student meet with you at least five times during her/his project so you could provide information, feedback, make suggestions, or discuss project progress?

Yes _____ No _____

Please check each item in the appropriate column.

Indicators	Exemplary	Satisfactory	Unsatisfactory
Dresses appropriately			
Makes scheduled meetings			
Displays a respectful attitude			
Works efficiently			
Puts forth appropriate effort			
Follows through			
Is punctual			
Shows initiative			
Takes responsibility			
Demonstrates problem solving abilities			
Communicates effectively			

Overall Assessment:

- Exemplary
- Met requirement successfully
- Failed to meet minimum requirement

I recommend this student:

- Enthusiastically
- Confidently
- With reservation
- Do not recommend

Comments:

Mentor Signature

Date

Senior Project Presentation Outline

Remember to use key words OR up to one complete sentence per point/slide.

1. Introduction Attention Getter
2. Title slide—your name, teachers names, project title
3. Intro: link audience & topic
4. Intro: thesis/main point
5. Main point A
 - a. Detail A
 - b. Detail A
6. Main point B
 - a. Detail B
 - b. Detail B
7. Main point C
 - a. Detail C
 - b. Detail C
8. Main point D
 - a. Detail D
 - b. Detail D
9. Main point E
 - a. Detail E
 - b. Detail E
10. Clincher

Information & Content Ideas for Main Points

Choose ideas from this list or add your own.

Not necessarily in this order.

** Starred items must be addressed.

- Selecting your project
- The annotated bibliography**
- Essential question
- Finding sources
- What you learned/concluded from the research
- Relationship of essential question and research to 20 hour project
- Finding a mentor
- Working with your mentor
- Communicating with your mentor
- Thank you to mentor for ... You should include this!**
- Other thank yous
- Scariest part
- Hardest part
- Best part
- The 20 hour project**
- What you did
- How you did it
- Difficulties & problems
- Celebrations
- What you learned**
- About your topic & essential question
- About yourself
- Open house
- How this will benefit you after graduation
- Advice to current juniors
- Concluding thoughts

Portfolio Evaluation

Student Name _____

Required in Portfolio

- _____ Project/portfolio title page
- _____ Table of Contents (list of all pages you include in addition to the required elements)
- _____ Approved Project proposal form
- _____ Parent Letter
- _____ Acknowledgement, Waiver, Release and Indemnity
- _____ Completed Mentor contract
- _____ Annotated Bibliography
- _____ Annotated Bibliography evaluation
- _____ Mid-point reflection
- _____ Project activity/ hours log
- _____ Project photos (**at least** one photo of you working on product, not the tri-fold, and one with mentor)
- _____ Extracurricular/ Academic Activity Chart
- _____ Resume
- _____ Project mentor evaluation
- _____ Tri-Fold Rubric
- _____ Oral presentation outline
- _____ Self-evaluation

Optional/recommended in portfolio

- ✓ Other materials for oral presentation
- ✓ Other project related documents, material samples, work lists
- ✓ Additional photos of project progress
- ✓ Any letters, emails sent to you or from you in relation to senior project, including letters of recommendation

Legend:	+ = complete
	= incomplete
	- = missing

Tri-Fold Rubric

Overall appearance	Details	Individuality
5 <ul style="list-style-type: none"> • Catches the attention of the viewer • Easy to read • Draws the viewer in • Professional in quality • Tri-fold filled • Easy to read from a distance 	5 <ul style="list-style-type: none"> • All components are included • Detailed contents • Multiple pictures • Clear presentation of what project is all about • Accurate spelling and grammar 	5 <ul style="list-style-type: none"> • All contents emphasize the project • Color and design are excellent • Some effort to “think outside the box” resulting in a genuine reflection of the designer
4 <ul style="list-style-type: none"> • Attractive, but ordinary • Some special effort made 	4 <ul style="list-style-type: none"> • All components are present, but more detail could have been included • Few spelling and grammar errors (1-3 errors) 	4 <ul style="list-style-type: none"> • Display is well-balanced, clean and attractive
3 <ul style="list-style-type: none"> • Basic presentation • Tri-fold not totally filled 	3 <ul style="list-style-type: none"> • Some required parts are missing, but overall tri-fold includes necessary contents • Some spelling and grammar errors (4-6 errors) 	3 <ul style="list-style-type: none"> • Tri-fold looks nice, but is average, no individuality
2 <ul style="list-style-type: none"> • Minimum effort, needs more items 	2 <ul style="list-style-type: none"> • Enough required parts are missing • Viewer is un-certain what the project is • Many spelling and grammar errors (7 or more) 	2 <ul style="list-style-type: none"> • Reflects little thought or time spent on design

Total Points _____ / 15 points

Name: _____

SR Proj. Teacher: _____

EN Teacher: _____

Senior Project Self-Evaluation

Section 1: Development and organization

<p><u>Exemplary</u> My project had a strong essential question, I was able to develop a project that closely related to my question. After conducting research that truly extended my knowledge in ways I never anticipated, I was able to modify my project product to reflect the additional knowledge. I turned in all parts of the project on time and kept on schedule throughout.</p>	<p><u>Adequate</u> My project had an essential question that was clearly stated. I was able to develop a project that clearly related to my question. After conducting research that added to my initial knowledge, I was able to complete my project product to reflect the additional knowledge. I turned in most parts of the project on time and generally stayed on schedule.</p>	<p><u>Unsatisfactory</u> My project had a weak essential question, so my project does not closely relate to my question. After conducting research, I did not modify my project product to better reflect the additional knowledge. I turned in several parts of the project late and had difficulty with scheduling.</p>
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Justification with specific details:

Section 2: Project Product

<p><u>Exemplary</u> My project reflects more than 20 hours of work. And, the work I did is easily viewed and understood by others. And, my project represents extensive new knowledge and experience for me. And, my project exhibits many elements of adult, professional quality presentation.</p>	<p><u>Adequate</u> My project reflects right at 20 hours of work. And, the work I did is able to be viewed and understood by others. And, my project represents at least some new knowledge and experience for me. And, my project exhibits primarily elements of high-school quality presentation.</p>	<p><u>Unsatisfactory</u> My project reflects less than 20 hours of work. Or the work I did is not easily understood by others. Or, my project represents little new knowledge and experience for me. Or, my project exhibits few elements of quality presentation.</p>
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Justification with specific details:

Section 3: Project Portfolio and Open House Materials

<p><u>Exemplary</u> My portfolio is complete, exceptionally neat and clearly put together for the audience to view. And, my open house display allows the audience to fully understand and appreciate all aspects of my project process, project product, and my topic. My display materials are highly attractive and would be appropriate to share in a professional, college-level conference.</p>	<p><u>Adequate</u> My portfolio is complete, neat, and clearly put together for the audience to view. And, my open house display allows the audience to understand and appreciate most aspects of my project process, project product, and my topic. My display materials are attractive and appropriate for a high-school audience.</p>	<p><u>Unsatisfactory</u> My portfolio is incomplete, or very untidy and hard to view. Or my open house display does not communicate all aspects of my project. Or my display is clearly done in a hurry, is handwritten or otherwise low in quality.</p>
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Justification with specific details:

Section 4: Oral Presentation Preparation

<p><u>Exemplary</u> I have planned and practiced my 7-9 minute presentation. I have prepared a detailed outline for myself, and electronic or printed materials for my audience, which will enhance my presentation. (The audience materials are not just an outline or copy of what I read.)</p>	<p><u>Adequate</u> I have planned and practiced my 7-9 minute presentation. I have prepared an outline for myself, and electronic or printed materials for my audience, which will help my audience follow my presentation. The audience materials function mostly as an outline or agenda.</p>	<p><u>Unsatisfactory</u> I have not planned or practiced my 7-9 minute presentation. I have little in terms of an outline to follow when I speak. I only have my open house materials to serve as audience materials.</p>
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Justification with specific details: