

Senior Project



Handbook

Wichita High School North
2022-2023

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.

2. **Facilitation of Senior Projects:**

Senior Project will be facilitated through the Senior Project Advocacy classes. It is important that Seniors attend their Senior Project Advocacy in order to stay on top of their projects. All students who successfully complete their Senior Project will earn a Senior Project cord to wear at graduation. Only district sanctioned graduation regalia will be allowed to be work at graduation.

3. **Senior Project Options:**

Students will have 3 options to choose from for their Senior Project:

- Career Exploration
 - Students will have the opportunity to take a look at a career that they are interested in pursuing after high school. After spending at least 20 hours experiencing or shadowing in the career a student is interested in, they will need to create a product that demonstrates the knowledge gained during their experience.
- Post-Secondary Exploration
 - Students will need to visit at least 3 different post-secondary community colleges, universities and/or trade schools to learn which one would be the best choice to attend after high school. They will create a product that displays what they learned and how they decided on which to attend.
- Community Service
 - Students will need to spend at least 20 hours with one, maybe two, different community service organizations volunteering their time. After their experience, they will need to create a product to show how the organization gives back to the community and what role the student played in this process.

4. **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 of documented time spent on your product, trifold, and presentation that 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.

5. **Senior Project Research:**

In order to answer your **essential question** and then proceed to tie your research to your actual **senior project**, you will locate sources that assist in answering your essential question. Your research will be compiled into 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 research 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.

6. **Senior Project Product:**

After you have developed your essential question and completed your research, you are ready to start documenting your evidence. This evidence should document all stages of your project will lead to an actual product. This product may consist of pictures, an artifact, reflective journals, video, etc.

The **20 hours** must be spent on your project. The 20 hours do NOT include time spent on research or school time unless you have administrative approval. ONLY one hour spent on your tri-fold may count towards the 20 hours.

7. **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.

8. 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. Students are required to create a digital presentation.

Acknowledgment, Waiver, Release and Indemnity

Agreement For Senior Project

(Consent/Liability Form)

I, the undersigned, as parent/guardian of _____ (student's name, hereinafter referred to as "my student") hereby acknowledges that my student 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, representatives or assigns waive and release any and all claims for damages which my student, representatives or assigns might have or claim to have against U.S.D. 259, its officers, employees, agents and representatives, 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, representatives and assigns agree to indemnify and hold harmless U.S.D. 259, its officers, employees, agents, or representatives 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 5th, 2023

Open House
6:00 pm to 7:30 pm
*(Students will set up at 5:30 pm)

Monday, April 10, 2023

Senior Project Presentations
1:00 pm to 3:20 pm

Wednesday, April 13, 2023

Senior Project Presentations
4:00 p.m. to 6:00pm

To be Completed 1st Semester

- Senior Project Parent Letter
Acknowledgement, Waiver, Release and
- Indemnity Form
- Approved Essential Question
Approved Project proposal form
- Resume
- Research Form

To be Completed 2nd Semester

- Mid-point reflection
- Oral Presentation Sign Up
- Open House Invites
- Digital Oral Presentation (with outline)
- Tri-Fold
- Self-Evaluation

SENIOR PROJECT PROPOSAL FORM

NAME: _____ DATE: _____

Project is the following category (circle one):

Career Exploration Post-Secondary Exploration Community Service

My **Essential Question**, which will guide my project, is:

My actual project will be

Write a description of exactly what you intend to do **OR** create. Include any experiences (for example 10 hours of ride along with a Wichita Police officer), as well as any products that you will produce in the course of completing your project. Consider which of the skills from the list at the right that you will address with your project. You must explain how you will demonstrate at least **THREE** skills in your description.

Student signature: _____

Sr. Project Ad. Teacher signature: _____

Parent/ Guardian Signature: _____

Essential 21st Century Skills
Critical Thinking and Problem Solving
Creativity and Innovation
Communication and Collaboration
Visual Literacy
Cross-Disciplinary Thinking
Media Literacy
Flexibility and Adaptability
Initiative and Self- Direction
Social and Cross- Cultural Skills
Productivity and Accountability

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
-

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

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

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

"21st Century Skills Definitions." *21st Century Skills Definitions*. N.p. Web. 09 June 2015.

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:

- 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 by completing a Final Evaluation
- Help student prepare for oral presentation.
- Attend student's oral presentation, if possible.
 - Monday, April 10th or Wednesday, April 12th,
- 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: _____

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 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, if possible
- 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 when the project is completed

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: _____

Mid-Point Conference

Student Name: _____

Date: _____

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 Advocacy teacher at the beginning of second semester. If you have a mentor, you should schedule a time to go through this review.

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 NA

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

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 Advocacy teacher:

Student Signature: _____

Parent/Guardian Signature: _____

Senior Project Advocacy Teacher's Signature: _____

Date: _____

Activity/ Hours Log

Student Name: _____

Time spent on project needs to be documented. This can include time spent with mentor, **but NOT on the annotated bibliography, or compiling portfolio or presentation materials.**

Date	Type of meeting v=virtual f=face to face	Time	Detailed Description of the Activity	Parent's or Mentor's Initials

Total Hours: _____/Minimum of 20 Hours Required

Tri-folds

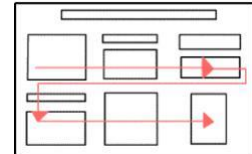
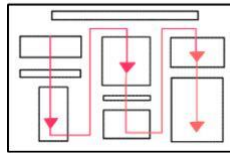
Include:

1. Title of project
2. Advocacy Teacher's name
3. Mentor's name (If applicable)
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**

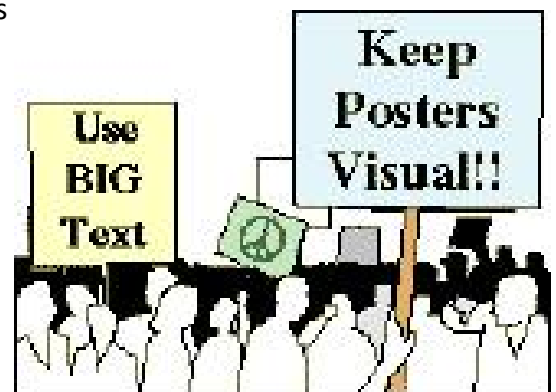
Your tri-fold should be **INFORMATIVE!!**
Think of it as an **overview of your entire project**



Design Tips:



- **Make a plan!** Do not glue anything 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.



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: _____

Due by Open House (April 5, 2023)

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
- 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

Senior Project Oral Presentation Evaluation

Student Name: _____

Senior Project Advocacy Teacher: _____

Panelist Name: _____

Please circle one: Mentor

Community Member

Teacher

CATEGORY	10	5	1	Score	Comments:
Introduction and Conclusion	Creative attention grabber related to topic Summary Engaging closing	Attention grabber somewhat related to topic Summary & closing	No attention grabber/or it's unrelated No closing/weak closing	___/10	_____ _____ _____
Organization	Full understanding of topic State and answer essential question, main points and interesting details. Explicitly explains how 20 hours were spent on project.	Good understanding of topic Stated essential question, main points and some details. Minimal description of how 20 hours were spent on project.	Does not seem to understand the topic very well. Unclear essential question and weak explanation. Vague description of how 20 hours were spent on project.	___/10	_____ _____ _____ _____ _____ _____ _____
Visual Aids (Could include costume, PowerPoint, video, tri fold, etc.)	Student uses one or more visual aids that show considerable work/creativity and which make the presentation better.	Student uses a visual aid that shows creativity and which makes the presentation better.	The student uses no visual aid OR the visual aid chosen detracts from the presentation.	___/10	_____ _____ _____ _____ _____
Question and Answer *This time is not included with the student's presentation time.	Student is able to effectively answer most/all questions.	Student is able to effectively answer a few questions.	Student is unable to effectively answer questions.	___/10	_____ _____ _____
Content				___/40	Comments: _____ _____ _____ _____ _____ _____ _____
Vocal Delivery, Posture, Eye Contact, and Enthusiasm	Speaks clearly and distinctly 100-95% of the time Mispronounces no words Volume is loud throughout the presentation. Stands up straight, confident, establishes eye contact. Facial expressions and body language generate strong interest and enthusiasm.	Speaks clearly and distinctly most 94-85% of the time Mispronounces more than one word Volume is loud enough to be heard at least 80% of the time. Sometimes stands up straight and establishes eye contact. Facial expressions and body language are used to try to generate enthusiasm.	Often mumbles or cannot be understood Mispronounces more than one word Volume too soft. Slouches and/or does not look at people during the presentation. Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	___/10	_____ _____ _____ _____ _____ _____ _____
Attire	Business attire, very professional look.	Business casual attire.	Casual attire (jeans, t-shirt, shorts).	___/10	_____ _____ _____
Time-Limit	Presentation is 7 to 9 minutes long. Maximum of 5 minutes allotted for questions and answers	Presentation is 5 to 6 minutes long. More than 5 minutes or no question and answer time allotted	Presentation is less than 5 minutes OR more than 10 min. More than 5 minutes or no question and answer time allotted	___/10	_____ _____ _____
Delivery				___/30	
TOTAL SCORE				___/70	

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)
- _____ Senior Project Parent Letter
- _____ Acknowledgement, Waiver, Release and Indemnity
- _____ Approved Project proposal form
- _____ Project activity/ hours log
- _____ Project photos (**at least** one photo of you working on product, not the tri-fold, and one with mentor (If applicable)
- _____ Research Document
- _____ Completed Mentor contract (If applicable)
- _____ Mid-point reflection
- _____ Resume
- _____ Resume Cover Letter
- _____ Project mentor evaluation (If applicable)
- _____ PowerPoint Oral Presentation outline
- _____ Self-evaluation

Legend:	+	= complete
		= incomplete

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

ALL of the above components MUST be in the Portfolio in order for it to pass.

Name: _____ SR Proj. Teacher: _____

Senior Project Self-Evaluation

Directions: Students will reflect on their Senior Project experience and provide evidence that addresses each of the topics listed below. You will be required to provide evidence/ justifications in well thought out and grammatically correct paragraphs.

Section 1: Development and organization

<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.	<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.	<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.
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Justification with specific details:

Section 2: Project Product

<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.	<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.	<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.
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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: