

Sonoma Valley High School

Senior Project Manual

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Dragons

Dear Senior Student:

Senior Projectbecame part of the SVHS curriculum in 1997 and has been a graduation requirement since 2000. More than 3000 SVHS dragons have successfully completed their Senior Projects and you will, too!

Although Senior Projectis a lot of hard work, most SVHS graduates say that they are proud of their Senior Project achievements and that the experience is a rewarding one.

A few other pieces of advice from former students are:

• pick a project that you care about personally—don’t just repeat what someone else did or just do something easy

• don’t procrastinate and wait until the last minute to begin

• save your work in multiple locations or use GoogleDocs

• use the Senior Project Timeline to meet the deadlines

• revise your research paper carefully so that it passes the first time you submit it

• do not forge signatures or plagiarize in your research paper

Managing your time well is a critical component for success, so keep the Senior Project Time Lineand the Senior Project Manualhandy and refer to them often. You can also find additional information on the SVHS website.

Your Advisory teacher will support you throughout the Senior Projectprocess this year, in addition to help from your English teacher and our Librarians on the Research Paper portion of the Senior Project.

As the coordinator for Senior Project, I will support you, too. The best way to communicate with me is via email or in person on campus. I will have open office hours dedicated to you and your Senior Projectneeds during lunch and after school beginning the week of August 22nd. If you have any questions at all about Senior Project, please don’t hesitate to ask!

I wish each of you the best of luck in this endeavor, as do all of your teachers, administrators, mentors, community members, guardians and parents! I hope that this experience is a wonderful, meaningful conclusion to your SVHS education.

Good Luck!

Bryan Kelly

Senior ProjectCoordinator

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Dear Senior Parent/Guardian:

A recent US Department of Education fact sheet stated “Today's global economy requires teaching and learning in America's high schools to foster problem solving and analysis, and connect student learning directly to the real world. Students learn best when they are engaged in complex projects and tasks aligned with their interests that engage them.” This is not news at Sonoma Valley High School, where project-based learning has been part of the 12th grade curriculum since the late nineties.

Senior Project allows students to choose their own topics and activities, demonstrating in the process the skills they need for college, career and beyond. A Senior Project must push students outside the boundaries of their comfort zones into new knowledge and awareness. Seniors can investigate potential career choices, deepen their knowledge of a familiar topic or develop a completely new skill, serve the community, or solve a problem.  Past students have learned to surf, kept bees, run political campaigns, sewn wedding dresses, and written novels. Senior Project is an amazing opportunity for students to design their own education. If your student needs suggestions, lists of project possibilities are available on the Senior Project website, and many knoweldgeable staff members are also ready with advice.

The SVHS Senior Project has four main parts:

**The Activity**

The core of the project is the student’s active participation in a learning experience approved by the school and supervised by a mentor. The number of hours the activity requires is determined by the student’s goal, with 20 hours as a minimum.

**The Research Paper**

After four years of research and analytical writing curriculum, the culminating research paper assignment in English is focused on students’ chosen topic areas and also submitted as part of Senior Project.

**The Poster and Portfolio**

Students also create a poster that represents their Senior Project and a portfolio that serves as a record of their work and experiences.

**The Presentation**

Finally, students make a formal presentation of their project to faculty and community members.

Senior Project is a graduation requirement: all seniors must satisfactorily complete each component.

What can parents do to support their busy and often stressed Seniors? Most importantly, encourage them to choose a project they really care about and will enjoy—this makes a huge difference! Post the Senior Project timeline and remind students that good time management will be the difference between an enjoyable experience and a difficult one. Remember that expert advice for parents and students is easily available—take questions to Senior teachers and administrators, the SVHS Librarian, Advisory teachers, and the Senior Project Coordinator. We all look forward to guiding your student through this exciting endeavor!

Sincerely,

Sonoma Valley High School administrators, teachers, and staff

**Senior Project Timeline**

**2019-2020**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Aug. 26/27, 2019 Senior Meeting for Students in Pavilion

Sept. 20, 2019       Senior Project Parent Meeting - 6:45pm, SVHS

Sept. 20, 2019        Topic Application Due

Sept. 20, 2019        Parental Certificate of Understanding due in Advisory

*Students will bring a printed,copy of the Parental Certificate of Understanding for Advisory teacher approval*

Sept. 20, 2019       Mentor Certificate of Understanding due in Advisory

*Students will bring a printed copy of the Mentor Certificate of Understanding for Advisory teacher approval*

Nov. 6, 2019    Research Paper due in English – submission for Senior Project/English Score

*Students will receive scores for Research Paper during their English class upon returning from the Veterans Day holiday.* ***Basic*** *or better scores are* ***final*** *for Senior Project research paper component. All* ***Below Basic*** *papers must be revised and resubmitted for Senior Project grade.*

Dec. 2, 2019    Research Papers resubmitted, if necessary, for Senior Project Purposes

*Students complete revisions and resubmit.*

Dec. 13, 2019    Hourly Log with Mentor signature due in Advisory

*Students must have at least 10 hours of their project completed by this mid-way point in the year*

Jan. 6, 2020    Resubmitted Research Paper scores returned to student

*Any additional revisions must be submitted one week later on January 17.*

March 13, 2020  Letter to the Judges, Hourly Log, Mentor Verification, Self-Evaluation due in Advisory

*Students submit letter to Advisory teacher for review.  Edits must be made and returned within 1 week.  Oral presentation form used to determine special requests and needs for time, location, tech, etc.  Advisory teacher confirms completion of Mentor Verification Form and Hourly Log.  Students submit Self-Evaluation to Advisory teacher.  Any edits must be made and returned in one week.*

March 27, 2020    Portfolio due in Advisory class

*Students will receive Portfolio scores before Senior Project Oral Presentations, May 20.*

May 20, 2020    Oral Presentations / Senior Boards

May 20-27, 2020        Online Survey: Parent and Students

**Senior Project Policies & Evaluation**

**Graduation Requirement**

Senior Project is a graduation requirement. Every student must complete all five components and earn at least a Basic score on each to pass. Seniors who do not pass Senior Project will not graduate with their classmates in June.

**Topic Selection**

All Senior Project topics must be appropriate for a school setting. Additionally, all Senior Project topics must be approved by your Advisory teacher and a member of the group of teachers assembled to score the Topic Approval Packets. In certain instances, topic approval may come directly from the Senior Project Coordinator.

**Mentors**

Your Mentor must be willing to verify that you have completed **a minimum of** 20 hours of activities related to and/or to complete your topic. Mentors must be at least 25 years old and may not be a parent or close relative. A mentor cannot be paid by the student or personally profit from the student’s project.

**Time Management**

Seniors are expected to use A+, Advisory and time outside of school hours to work on Senior Project.

**Special Requests or Issues**

Special situations will be considered, and approved or denied, by the Senior Project Coordinator, and, if necessary, a Senior Project Review Board. Examples of special situations are: a request for an extension of an established deadline, a request to change the activity or research paper topic, and a request to change mentors. To make a special request, students must complete the Senior Project Issue Resolution Form on page 12 of this manual, and submit it to the Senior Project Coordinator.

**Evaluation of Submitted Work**

All Senior Projectcomponents are scored by teachers using standardized rubrics, that are included in both the 1st & 2nd Semester Senior Project Manuals. The passing scores for each component of Senior Project are **BOLDED** below.

* Topic Approval Packet (**Approved** / Not Approved)
* Research Paper (**Advanced** / **Proficient** / **Basic** / Below Basic / Incomplete)
* Digital Poster (**Advanced** / **Proficient** / **Basic** / Below Basic / Incomplete)
* Portfolio (**Advanced** / **Proficient** / **Basic** / Below Basic / Incomplete)
* Oral Presentation (**Advanced** / **Proficient** / **Basic** / Below Basic / Incomplete)

Each part of the Senior Projectmust earn a score of at least *Basic* (or *Approved* for the Topic Approval Packet) before any new parts will be scored. For example, if you submit the Topic Approval Packet and it is returned to you with a score of *Not Approved*, none of the other parts of the Senior Project will be scored until the Topic Approval Packet is revised and earns a score of *Approved*. **Any component of the Senior Projectsubmitted that is not to standard must be revised and resubmitted until it earns a *Basic* score.**

**What happens if I do not pass or submit a component of my Senior Project?**

Any student who does not submit one or more of the components of Senior Project, will not only jeopardize his/her graduation from high school, but be required to go through the following steps of remediation. Also, if a student does not pass a portion of the Senior Project, he/she will also be required to go through the following steps.

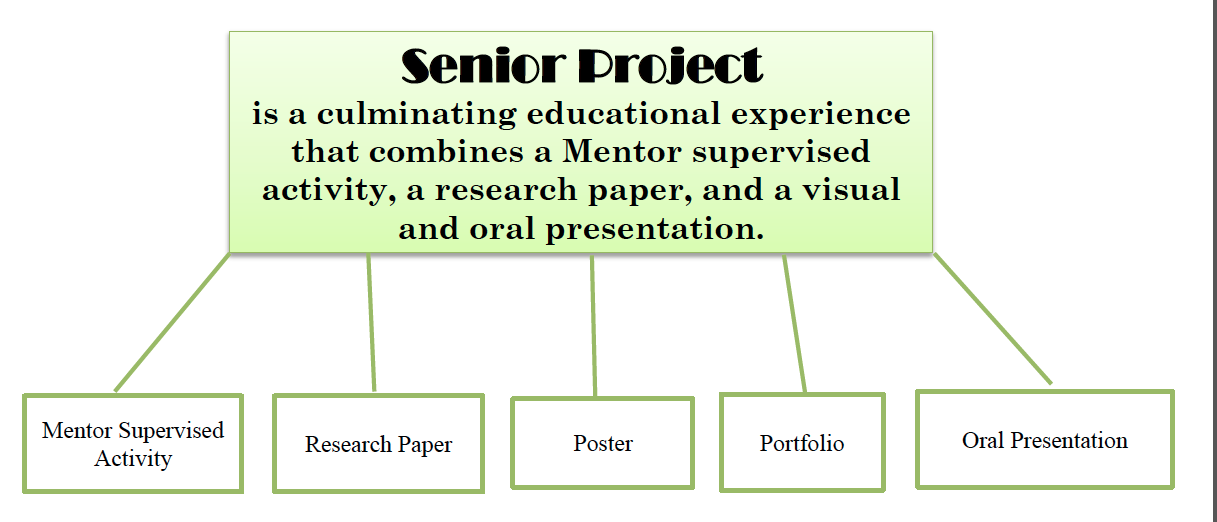
1. **Friday School** = Students who do not submit or do not pass a component of Senior Project will be required to attend Friday school. Friday School will have designated staff members to help students complete/pass one or more missing components of the Senior Project. Friday School attendance will be required until the student has submitted and passed the missing component of Senior Project.
2. **Loss of Off Campus Privilege** = Students who do not submit or do not pass a component of Senior Project will lose Off-Campus Privileges, until that component is submitted and passes to standard. Once a student has turned inhis/her missing component(s), a minimum 1 week of evaluation time will be given to SVHS staff to determine if the student has met the passing standard. Students will have their off campus privileges reinstated once the component(s) of Senior Project have met the passing standard.

Turn It In

English teachers will be using Turn It In as a way to help students with simple grammar and spelling errors by highlighting “quick fixes” for students to make on their own. Additionally, Turn It In uses a percentage orginiality check to ensure proper citation and avoid plagairism.

**Plagiarism**

Any student found to have plagiarized or falsified any component of Senior Project, **will** be subject to the consequences for plagiarism outlined in the SVHS Behavior Expectations, and will jeopardizehis/her graduation from high school. Where circumstances permit, this may also include further action by the SVHS administration.

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**Choosing a Topic & Activity**

The first step towards a successful and meaningful Senior Project is picking your topic. Above all, make sure that you pick something that is interesting to you, something you are passionate about, or something that will challenge you. Just picking a topic because you “have to” will make Senior Project a very laborious task. Likewise, don’t just choose something that seems “easy”. The projects that are most successful are ones that challenge a student to do something outside of their comfort zone. When you present to judges in May, try to vizualize all of the amazing things you will be able to say about your Senior Project. This might help you make a good choice. However, if you are stuck about choosing a topic, talk to your family, friends, or teachers for ideas.

Once you have chosen your topic, you must develop an activity related to your topic. The activity must include a, “learning stretch,” for you. You should be able to demonstrate to the judges during your Senior Project Oral Presentationwhat new skill or knowledge you have developed during your Senior Project.

**Finding a Mentor**

After identifying your topic and activity for your Senior Project, your next task is tofind a Mentor. A mentor is a person who has expertise in your chosen field of interest and will serve as a resource and guide. Your mentor will also be verifying your completion of the required 20 hours. Your mentor should be someone who will have a business relationship with you and can recommend and assist you as you advance on your chosen path.

Once you have a identified a potential mentor, it is recommended that you do the following:

* Give your potential Mentor the Letter of Explanation for Mentors, which is on page 10 of this manual.
* Interview the potential Mentor about his/her qualifications and willingness to support your Senior Project.
* Discuss your project idea and the potential Mentor with your family and Advisory teacher. When you have an activity and a Mentor, you are ready to start your Topic Approval Packet.

**Senior Project Hours Verification**

Students have the option of starting and completing their (minimum) 20 hours either in the Fall or Spring Semester. A completed activity may require more than 20 hours. For instance, if you are planning on building a bike for your activity, an incomplete bike that was worked on for 20 hours is not a finished product. You must fulfill your original proposal stated in the Topic Approval Application.

You must also include the Mentor Form in your Topic Approval Packet and be sure to keep a detailed log of your hours on the Hourly Log Form. Your Mentor must sign off on your activity. **All 20 hours of your Mentor-supervised activity must be completed and verified by the Spring Semester prior to the Portfolio due date in March.**

**Topic Approval Packet**

**Overview**

The Topic Approval Packet is the first component of your Senior Project, and contains the following:

1. Google Form Application (Required)
2. Letter of Intent (E-mail) (Required)
3. Parental Certificate of Understanding (Required)
4. School Activity Proposal (Optional)
5. School Facilities Request Forms (Optional)
6. Partner Request form (Optional)

When completing your Topic Approval Packet, make sure you mirror your completed forms to the examples provided in the manual. Carefully read the examples, follow the provided templates, answer all of the questions, and above all follow the format! Each portion of the Topic Approval Packet is explained in detail below. In order for your Topic Approval Packet to be evaluated, and approved, you must submit an Application, Letter of Intent and Parental Certificate of Understanding.

1. **Topic Approval Application**- the following information must be submitted on the electronic Topic Approval Application Form via Google. A link to this form will be given to you in August.

* **Your email address**

This must be the email you use to access your Google drive.

* **Advisory teacher’s name**
* **Description of Activity**

Describe in 2-3 sentences the “who, what, when, where and how's” of your project. A minimum of 20 hours is required of which only 10 may be volunteer hours.

* **Describe your learning stretch.**

A learning stretch requires a student to challenge themself and try something out of their comfort zone, while at the same time demonstrating depth of acquired knowledge and learning. Students shall demonstrate that their Mentor-supervised activity bridges the gap between previous knowledge and new knowledge. Two sentence minimum.

* **Why did you choose this activity?**
* **Mentor's name, phone number and email address**

An adult, 25 or older who is not your relative

* **Mentor's qualifications**

How will your mentor support you to complete your activity?

* **What is the name(s) of the charity, business, school or agency you are working with to complete your project?**

Include name(s). If this does not apply, please respond “not applicable”.

* **At what location(s) will you be conducting your activity?**

Include name and address. If this does not apply, please respond "not applicable".

* **Who is your contact at this location?**

Include name(s). If this does not apply, please respond “not applicable”.

* **When will you begin and finish your activity?**

Provide specific dates

* **What is the expected cost (if any) associated with your activity?**

List approximate dollar amount or $0 for no cost.

* **Will you host an event or presentation for your culminating activity?**

If so, list ALL the details of the event including the date(s), time, place and name of person authorizing your activity. If not, please respond "no event".

* **Do you need to complete a School Activities Proposal Form and SVHS Facilities Use Form?**

Note: the School Activity Proposal Form will precede the School Facilities Use Form and both

will need approval. What school facility are you requesting and why? Please be advised, very

few requests will be granted. You must also include an alternate venue below in order for your

activity to be approved. Copies of forms can be obtained from the Student Activities Office and on the Senior Project/Topic Approval Packet webpage. If not, answer "no form needed".

* **Do you need to complete a Partner Request Form?**

If so, who are you requesting to work with and why? Please be advised, very few requests will be granted. If a partnership is granted, you will be expected to give a double length presentation in May. Copies of forms can be found in your manual (page 17) and on the Senior Project/Topic Approval webpage. If not, answer "no form needed".

* **Will you be promoting or advertising your activity?**

If your activity involves reaching out to other students or community members, please describe how you will be doing so. If you need to advertise through the SVHS bulletin, please state so. If you need to have something written in a local pubilication (like the Sonoma Index Tribune), please state so. Be specific in describing what you will be doing and whom you are reaching out to.

* **Plagiarism Statement**

You are required to copy the following statement to indicate you are aware of the SVHS Plagiarism policy: "Plagiarism, by definition, is an imitation of another person’s work without documenting that it came from that person. In other words, plagiarism is copying which is also cheating. I will avoid plagiarism by citing my sources in my Research Paper. If I plagiarize, I will receive an "F" on my paper and will not graduate with my class in June 2017."

* **Parent/Guardian Consent**

Copy the following statement to indicate you are aware that you must discuss the details of your activity with your parent(s)/guardian(s) and return a completed and signed form to your Advisory teacher: "I have discussed the details (including any potential costs) of my project with my parent(s)/guardian(s) and they are aware that successful completion of the Senior Project is a SVHS graduation requirement."

1. **Letter of Intent** = The Senior Project Letter of Intentis a formal business e-mail, written to your **Mentor** that explains your Senior Project activity. The e-mail must be approved by your Advisory teacher prior to you officially sending it to your Mentor. All Senior Project Oral Presentation judges read your Letter of Intent. **Your letter must be error free and include all details of your project. You will be required to revise the letter until it is approved.**

**Format Requirements**

* 1 inch margins
* 12 point / Times New Roman/Arial Font
* Single space between paragraphs
* Do not indent your paragraphs in this business letter format
* Limit 1 page
* **Letter of Intent Template** = Page 12 of the Senior Project Manual
* **Sample Letter of Intent** = Page 13 of the Senior Project Manual

1. **Parental Certificate of Understanding** = The Senior Project Parental Certificate of Understanding form advises SVHS that your parent or guardian is aware of both the content of your Senior Project and the consequences of not completing it or passing it, and of plagiarizing or forging signatures or documents. The final draft of the Parental Certificate of Understanding form must be typed and signed by you and your parent or guardian. If your letter says your project has costs associated with it, or that you will need time off from school or work, your Parental Certificate of Understanding must also indicate that.

* Parental Certificate of Understanding Template = Page 15 of the Senior Project Manual

1. **School Activity Proposal Form** (Optional) = If your project involves fundraising for the school, or if your project uses any school facilities, equipment, or organization, you must complete a School Activity Proposal form and include it in your Topic Approval Packet. These forms are available at the Student Activities Office or on the Senior Project/Topic Approval Packet webpage.
2. **School Facilities Use Form** (Optional) = The School Facilities Use Form follows the School Activity Proposal Form. Once your School Activity Proposal Form has been accepted, you will also be required to fill out the School Facilities Use Form and include it in your Topic Approval Packet. These forms are available at the Student Activities Office or on the Senior Project/Topic Approval Packet webpage.
3. **Partner Request Form** (Optional) = If you need to work with another student on your Senior Project you must complete a Partner Request form and include it in your Topic Approval Packet. Both partners must complete the Partner Request form and include it in each Topic Approval Packet.

* Partner Request Form = Page 17 of the Senior Project Manual

**Key Dates**

Please use the Senior Project Timeline to stay on schedule. All due dates are in place to help students be successful with their Senior Project and not fall behind.

**Letter of Intent Template**

Below are the content requirements for your Letter of Intent. Make sure that you include all of your necessary personal information, and most importantly address all of the questions listed below in paragraph form. Paragraphs should be single spaced, with a space between each paragraph.

***\*Delete the instructions and title above after filling in this template. Be sure to rename the file and share this document with your Advisory teacher prior to sending the formal e-mail. An e-mail must be sent AFTER your draft has been approved.***

|  |
| --- |
| To: MENTOR E-MAIL ADDRESS |

|  |
| --- |
| Subject: Project Confirmation - YOUR NAME |

Dear Mr./Mrs./Ms. Mentor:

**Paragraph 1 – Introduction**

* Describe the general area of interest of your Senior Project.
* Explain why you chose this overall area of interest.
* Describe what you already know or have done which will help you with your knowledge base.
* Indicate what your learning stretch will be and how you will be challenged. Remember, a learning stretch requires students to challenge themselves and try something out of their comfort zone, while at the same time demonstrating depth of aquired knowledge and learning. Students shall demonstrate that their Mentor-supervised activity bridges the gap between previous knowledge and new knowledge.
* Make sure you capitalize Senior Project.

**Paragraph 2 – Mentor supervised activity**

* Begin with a transitional sentence such as, “The Mentor-supervised activity I have chosen to do for my Senior Project topic is,” and then describe what you will be doing.
* Describe the activity in specific terms: *What is it? Who or what is involved? What exactly will you be doing? What is the potential cost? How you will pay for it? How much time will it take? Will you need time off from work?*
* Explain what the final outcome, product, or demonstration of your Mentor-supervised activity will be and why you think you will be able to complete it. In order for your letter to be approved, you must have a demonstrated outcome or final product.

Sincerely,

Andrew Dragon

**Sample Letter of Intent**

|  |
| --- |
| To: MENTOR E-MAIL ADDRESS |

|  |
| --- |
| Subject: Project Confirmation – Eleanor Roosevelt |

Dear Mr. Mentor,

For my Senior Project I have decided to combine my interests in the field of advertising with the desire to address issues surrounding infant and maternal mortality rates in developing countries. To be more specific, I will focus on a simple solution to improve the health and welfare of the mother and newborn both during and immediately after birth. I first learned about digital advertising in my photography class, and instantly enjoyed it. I love using my creativity to promote ideas or to share a message. I have also worked with a group called MedShare, which is an organization that collects medical supplies that would otherwise be discarded by repackaging the much needed supplies which are sent to developing countries. I plan to use both of these interests to bring awareness to Sonoma Valley and an opportunity for students to a make a difference.

For my Mentor-supervised activity I will hold an event sponsored by MedShare with a goal of packaging 1000 birthing kits to be shipped to developing countries. I already have a contact with MedShare and my mentor will be helping me to facilitate this event. I will advertise the importance of clean birthing kits and will use my photography skills to deliver the message about the dire conditions of pregnant women in developing countries. I will be working alongside MedShare staff and volunteers, who will provide most of the supplies. To complete my activity, I will need small donations from the community and my church to help purchase the receiving blankets that will be a part of the birthing kits.

Sincerely,

Eleanor Roosevelt

******

Dragons

Dear Potential Mentor:  
  
You have been proposed as a mentor for the Senior Project; thank you for considering this valuable donation of your time and expertise. An involved and knowledgeable mentor is an important part of student success in this graduation requirement. Please take a moment to read this overview of the mentor’s job before agreeing to act as mentor. Specific Senior Project information can be found on the SVHS web site at <http://www.sonomavalleyhigh.org/seniorproject.html>

**Who could be a mentor? What do mentors do?**

* The mentor should have experience, knowledge and resources in the area of the student’s project activity, and be willing to spend time supporting the student in the project activity. Although some mentors choose to become involved with other aspects of the project, such as the research paper or presentation, this is not required—the mentor’s obligation is to support the student in his/her project activity.
* The mentor must be at least 25 years old and should not be a close relation of the student’s. The student should not be paying the mentor for services directly related to the project.
* A mentor might help by:
  + sharing information or demonstrating technique(s)
  + monitoring project progress
  + connecting a student with resources for a next step
  + introducing a student to other knowledgeable adults
  + proposing modifications or additions to a student’s original proposal
  + giving constructive criticism
  + suggesting solutions to problems that arise
  + alerting the school staff when extra support is needed

**What are the mentor’s responsibilities?**

* Meet with the student early in the Fall semester to ensure mutual understanding of the planned scope and outcome of the project.
* Work with the student throughout the project activity, meeting with the student often enough to be aware of problems and efforts. Though time spent mentoring varies with each project, 3 hours total time for meetings with the student in the Spring semester is a realistic minimum estimate.
* Sign the Mentor Verification Form hard copy when the project activity is completed, certifying that the student’s activity was carried out as planned and described.
* Contact your student’s Senior Project Advisory Teacher or the Senior Project Coordinator if you have concerns about the student or the project.

Mentors offer invaluable real-world education and advice, offering bridges to the adult community our students will soon be joining. We look forward to working with you in this important partnership.

Sincerely,

Aaron Gildengorin, Vice Principal

**Senior Project Parental Certificate of Understanding**

As the parent or guardian of **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** who is a senior student enrolled in Sonoma Valley High School, I am aware that successful completion of Senior Project is a graduation requirement and that all phases of Senior Project must be completed on time, in proper sequence and to rubric standard of “Basic” to meet this requirement. In the event a student receives an “incomplete” or “not passed” at the end of the school year, I am also aware that an opportunity to fulfill this requirement will be provided over the summer. Furthermore, I fully understand that any forged signatures or plagiarism will result in an automatic failure of Senior Project.

Senior Project is divided into a research paper and an activity. For the activity component of Senior Project, my son/daughter has decided to do the following:

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I understand that all activity hours (20 hours minimum) are to be accompanied by a reflective hourly log and my student is allowed a maximum of 10 volunteer hours. \_\_\_\_\_\_\_\_\_\_\_\_initial

In order to complete the Mentor-supervised activity described above, my student will need access to the following resources and assistance:

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I fully understand that the selection of the activity component is a decision made independently of the staff and administration of Sonoma Valley High School. All activities are the responsibility of the student and his or her parent or guardian. Any activity involving schools in the District or fundraising must have prior approval in writing. The student is to see his/her Advisory Teacher regarding proper procedures and forms. All consequences of this activity choice and production experience, unless otherwise stated in writing, rest solely with the student and his or her parent or guardian. I also realize that the activity must, in some way, be related to the Senior Project Research Paper and represent a learning stretch for the student.

I understand that if any aspect of the above mentioned activity requires that my son or daughter be off-campus during normal school hours, prior approval must be obtained in writing from a Senior Project Co-coordinator. In addition, a signed off-campus permission slip must be turned in to the Attendance Office prior to any student leaving campus for the above mentioned purposes.

**Signatures below indicate an understanding of this information.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Student Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name (printed) Student Name (printed)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Name of Advisory Teacher

**Sonoma Valley High School Senior Project**

**Partner Request Form**

(Typed or Handwritten)

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Advisory Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of Proposed Partner:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explain why your project idea needs two people for success.**

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Students’ Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students’ Signature Advisory Teacher Signature

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Partner Approved by Senior Project YES / NO

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date

**Research Paper**

**Overview**

Each Senior is required to type a 5 page (minimum), MLA Format Research Paper, on a subject that is related to the topic of their Senior Project. Students will receive direct instruction on the process of completing this component of Senior Project from their English teachers. Enclosed in this section of the manual are key due dates, support material, helpful hints, and the Senior Project Paper Rubric. Please take time to familiarize yourself with the contents of this section of the manual.

**Key Due Dates & Grading**

Your Senior Project Research Paper will be graded based on the Senior Project Research Paper Rubric, located on page 20 of this manual. Please make sure that you read through it to familiarize yourself with the required components of the assignment. If you need help understanding any part of the rubric, please see either your English or Advisory teacher.

* The **First Draft** of your research paper will be turned in to your English teacher in early October. This must follow all the requirements of the Senior Project Research Paper listed on the Formatting and Content Guidelines on page 18 of this manual, and on the Senior Project Research Paper Rubric.
  + - NOTE: There are additional worksheets (Thesis Worksheet and Research Page) that directly support writing a solid research paper. These worksheets are located on pages 22-23 of this manual.
* The **Final Draft** of your research paper will be turned into your English teacher in early November. This paper will be worth approximately 10% of your English grade. Late papers can be marked down heavily based on teacher policy. The final draft of your research paper will be returned to you in early December.
  + - **NOTE: If your final draft to your English teacher is scored Basic, Proficient, or Advanced, there is no need to submit your paper again. All Below Basic papers must be revised and resubmitted until they receive a score of Basic or better before they can be included in the Portfolio.**

##### Getting Help

After 4 years of instruction and practice, with the support of their English teacher in the fall semester most SVHS Seniors are able to write a research paper at a level of ‘Basic’ or higher. If you need assistance in writing or revising your research paper, use these resources:

* Your Advisory teacher, English teacher, or any other teacher
* SVHS Style Manual on the Senior Project and library web pages
* The SVHS Librarian & Library Staff
* Library/lunch Workshops
* Senior Project Coordinator
* Boys and Girls Club support sessions
* Community volunteers

##### The Sonoma Valley High Style Manual

Each Senior will receive a copy of the SVHS Style Manual in their English class. The SVHS Style Manual is a very valuable resource, which presents a step-by-step process for how to successfully write a Research Paper. The SVHS Style Manual is also available on the Senior Project webpage, which is located at <http://sonomavalleyhigh.org/seniorproject.html>

#### Formatting and Content Guidelines

#### Unless a student has a modification determined by the Senior Project Coordinator, these are the minimum requirements for the Research Paper:

Format:

#### An MLA formatted Research Paper is:

* 1 inch margins
* 12 point font size
* Times New Roman font
* Double spaced (in paragraphs and between paragraphs)
* Pages numbered top right, with last name first (page numbers on 1st page of body MLA acceptable)
* Parenthetical citations (sources cited in the body of the document, uses all sources from the works cited page)
* Works Cited Page (includes at least 5 sources, 3 must be from database)

#### Content:

* + 5 – 10 pages long (this means your paper must be AT LEAST 5 FULL pages when formatted in correct MLA style)
  + Thesis statement must be bolded.

**Helpful Hints**

##### Gathering Sources

Be sure to use a variety of sources when researching your topic. A minimum of five different sources is required. **Two sources MUST be found on a database, and at least three different TYPES of sources must be used within the minimum requirement.** Examples of different types include: books, reference books, Internet, video, interviews, periodicals, pamphlets/brochures. General information sites such as Dictionary.com, or Quotes.com do not count as one of the three minimum. DO NOT cite Wikipedia (but do use it for background knowledge and great links to other sources!).

**Thesis**

A thesis statement declares what you believe and intend to prove in your paper. A good thesis statement makes it much easier to write a paper. It must be a point you can argue like a lawyer arguing a case. A statement of fact is impossible to argue. For example, stating that the Titanic sank in 1912 is not arguable and, therefore, is not a thesis statement. Stating that the Titanic sank due to a deadly combination of design and manufacturing flaws *can* be argued and would make a good thesis statement.

**Parenthetical Documentation/Citation**

This term is the academic way of saying that you are telling us where your facts are from using parentheses ( ) in correct MLA format. Arguing your paper is like arguing a case in court and resources should be used like witnesses to support your argument. A lawyer would not stand up in front of a jury and declare himself or herself an expert in DNA, prescription drugs or any other technical aspect of a case. The jury simply would not trust him or her as an expert. You are in the same position. The person reading your paper is not going to trust you as an expert in the subject matter you are covering. Go out and find experts! Give them credit by putting their name (or whatever word appears first in the works cited) in the parentheses after you use their information. **Plagiarism occurs when people fail to give credit to the sources of their information. Deliberate Plagiarism will result in an automatic “F”on your Research Paper.**

**Works Cited**

This is where you list, in alphabetical order, the resources you used in your paper. You are giving credit to those people who helped you make your argument and you are giving the reader the information they need if they want to look at the information for themselves. Be careful to use high school appropriate resources. The Magic School Bus would not be a high school level resource, but most of the material in the library would qualify. Your librarians will help you check your entries for correct MLA format.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Element**  **Senior Project Research Paper Rubric**  Student Name Advisory Teacher First Draft\_\_\_ Final Draft\_\_\_ Score \_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Advanced** | **Proficient** | **Basic** | **Below Basic** | **Comments** |
| M  L  A  F  O  R  M  A  T | Margins, Font, Structure, Outline, etc. | * Correct format * All elements present: Margins, Page Numbering, Spacing, Font, Thesis bolded * Length exceeds minimum page requirements | | * Minor format errors * Missing one element * Length meets minimum page requirements | * Many and/or severe format errors * Missing, incomplete and/or incorrect more than one of the elements * Insufficient length |  |
| Parenthetic Citations | * Correct format * Few or no errors (0-1) * Effective and varied use of parenthetical citations | * Correct format * Few errors (2-3) | * Correct format * At least 3 sources cited in document * Knows when to cite * Some errors but not distracting to reader (4 or less) * Sufficient citation of facts | * Incorrect format * Does not use all documents from Works Cited page * Insufficient citations of facts and/or not citing paraphrased quotes * Many errors (5+) * No citations used |  |
| Works Cited | * No format errors * Uses 3+ types of sources * Uses 5+ sources | * No format errors * Uses 3+ types of sources * Uses 4+ sources | * Correct format with some minor errors (less than 2) * Uses 3 types of sources * Sources alphabetized | * Uses less than 3 types of sources * Sources not alphabetized * Incorrect format * Too many errors (3+) * No Works Cited page |  |
| C  O  N  T  E  N  T | Opening/  Thesis Statement | * Engaging vehicular opening * Compelling position | * Vehicular opening strong * Strong position | * Vehicular opening present * Topic is evident * Position is apparent | * Vehicular opening missing * Topic, thesis and/or position is not present or unclear * Thesis is not arguable or is a statement of fact |  |
| Organization | * Strong use of topic sentences * Organization is clear and effective | * Consistent use of topic sentences * Organization is well-defined | * Topic sentences used * Some organization evident | * Weak or no topic sentences used * Little organization evident |  |
| Concrete Detail:  Quality/  Quantity | * Concrete detail engaging and compelling * Concrete detail used consistently to form a cohesive argument | * Concrete detail systematically builds argument | * Concrete detail supports thesis * Concrete detail is relevant to position * Sufficient data to prove thesis | * Some concrete detail does not support thesis * Weak data * Incorrect use of concrete detail * Too much factual data – reads like a report |  |
| Commentary: Quality/  Quantity | * Consistently weaves commentary and concrete detail * Draws reader to position * Ideas clearly presented * Compelling * Ratio of facts to opinion is effectively balanced and appropriate to topic | * Commentary helps develop argument * Persuades reader * Develops clear ties between commentary and thesis * Ratio of facts to opinion well balanced and appropriate to topic | * Some links between commentary, facts, and thesis * Convincing * Appropriate to topic * Holds reader’s interest * Adequate balance between fact and commentary | * Commentary may be present but not tied to factual data * Insufficient use of commentary or too much commentary (essay like) * Not engaging * Repetitive commentary |  |
| Conclusion | * Synthesis of information * Raises issues to greater whole * Smooth and logical | * Compelling * Clearly goes beyond thesis * Raises new or related issue for future discussion | * Effective * Sense of completion * Attempts to go beyond thesis * Attempts to look at big picture | * Conclusion repeats opening or thesis * Weak or lacking conclusion * Leaves reader hanging |  |
| S  T  Y  L  E | Readability | * Demonstrates original style using sophisticated academic diction * Paper is interesting to read * Consistently varies sentence structure and length * Transitions are varied | * Develops style using appropriate academic diction * Some sentence variety * Consistent use of transitions | * Paper reads smoothly; basic academic diction * Clear progression of argument * Attempts originality and sentence variety | * Progression inconsistent; choppy * Casual, informal in style. * Sentences lack variety or originality * Errors distract reader * Reader not engaged |  |
| Mechanics  (Grammar, punctuation, etc) | * Demonstrates excellence in grammar, syntax, and mechanics of writing throughout the paper | * Evidence of careful editing and revising * Few errors throughout the paper * Syntax is good throughout paper | * Evidence of editing and revising * Some mechanical errors, but do not interfere with readability * Minor problems with grammar or syntax | * Little or no evidence of editing or revising * Many grammar errors * Many mechanical errors * Poor syntax |  |

MINIMUM REQUIREMENTS: Thesis Statement, Parenthetical Citations, Works Cited page and meets Minimum Page Length

**Senior Project Thesis Worksheet**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The area of my activity is:

The general TOPIC of my research paper is:

The connection between my activity and my research paper is:

Within this topic, there is a controversy (a heated argument among many people) about:

In my paper I will argue that:

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**Research Page**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My APPROVED thesis is:

The connection between my Senior Project activity and my Research Paper is:

The MLA format Works Cited entries for the three different types of good-quality sources minimum to be used in my paper are:

|  |  |  |
| --- | --- | --- |
| **Source #** | **Type of Source** | **MLA Format Works Cited Entry** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

One of my sources is from the following database:

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**Senior Project Portfolio Checklist**

\_\_\_\_\_ 1. Cover Page (placed on the OUTSIDE cover of the portfolio)

\_\_\_\_\_ 2. Table of Contents (typed)

\_\_\_\_\_ 3. Letter to Judges (typed)

\_\_\_\_\_ 4. Parental Certificate of Understanding (typed & signed – TAP)

\_\_\_\_\_ 5. Research Paper (typed)

\_\_\_\_\_ 6. Mentor Verification Form (typed or legibly handwritten, signed by mentor)

\_\_\_\_\_ 7. Student Activity Log (typed, signed by mentor)

\_\_\_\_\_ 8. Self-Evaluation (typed)

\_\_\_\_\_ 9. Supplemental/Optional Items (optional)

**1. Cover Page**

The Cover Page must be placed on the OUTSIDE of your Portfolio. You may include images, graphics, photos, etc. that directly relate to your topic on your Portfolio Cover Page to make it interesting and enticing.

The Cover Page **must** include the following typed information:

* Senior Project Topic
* Your Name
* Advisory Teacher’s Name
* Date

**2. Table of Contents**

The Table of Contents must be typed and should list the items in your Portfolio in the same order as listed in the Senior Project Portfolio Checklist.

**3. Letter to Judges**

Your letter to the judges is an informal letter of introduction and it gives you an opportunity to tell the judges something about yourself. You should follow the format for the Letter of Intent, but the contents should be like a personal letter. It is important for the judges to know about any challenges or success you have experienced. Some students have included academic achievements, sports, extracurricular activities, family background, and future goals.

The Letter to Judges should be 1-2 pages, typed using 12-point font in Times New Roman, and have 1” margins. This item is an EXTREMELY important part of your portfolio and must be well written and free of typographical errors. Please consider having an adult proofread it carefully. The Letter to Judges is due to your Advisory teacher in **early March (see timeline for specific dates).**

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**Letter to Judges**

Student Name

Street Address

Sonoma, CA 95476

(707) 933-4010

Date

Advisory Teacher’s Name

20000 Broadway

Sonoma, CA 95476

Dear Judges:

**Paragraph 1 – Introduction**

* Introduce yourself. (My name is…)
* Talk about your experience and achievements in high school. What groups and activities did you participate in?
* Talk about any volunteer work you have completed.
* Talk about any work experience you have gained during high school.

**Paragraph 2 – Family and Future Goals**

* Talk about your family background and your own personal history.
* Talk about what aspirations you have. What careers are you considering? Where are you planning on going to school?

**Paragraph 3 – Your Project and Your Activity**

* Explain how you chose your project and what your activity was.
* Explain the final outcome, product, or demonstration of your project (in addition to your oral presentation).

**Paragraph 4 – Successes and Challenges of Senior Project**

* What was successful about the completion of your Senior Project? Be specific.
* What challenges did you face? Did you overcome them? How did they affect your project?
* What would you have done differently if you could restart your project over again?
* What did you learn from your experience of participating in Senior Project?

**Paragraph 5 – Thank You**

* Write a short thank you to the judges for spending time to look at and review your project.

Sincerely,

(Cursive Signature)

Your Name Typed

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**4. Letter of Intent**

The Letter of Intent is a perfect, smudge-free, wrinkle-free, signed copy of the Letter of Intent that was included in your Topic Approval Packet. Originals will be returned to you at Advisory.

**5. Parental Certificate of Understanding**

The Parental Certificate of Understanding is a perfect, smudge-free, wrinkle-free, signed copy of the Parental Certificate of Understanding that was included in your Topic Approval Packet. Originals will be returned to you at Advisory. A fillable form is availble on the website.

**6. Mentor Form**

The Mentor Form is a perfect, smudge-free, wrinkle-free, signed copy of the Mentor Form that was included in your Topic Approval Packet. Originals will be returned to you at Advisory. A fillable form is availble on the website.

**7. Research Paper**

The Research Paper is a perfect, smudge-free, wrinkle-free, edited copy of your Research Paper. Your Research Paper must receive a Basic or better score to be included in your Portfolio.

**8. Mentor Verification Form**

The Mentor Verification Form is the form that you and your mentor will use to verify your completed mentor-supervised activity hours. A fillable form is available on the website.

**9. Hourly Log**

The Hourly Log is the document on which you will record all the dates and all the time you spent working to complete your Mentor-supervised activity. You should record all the activities you have engaged in as part of your Senior Project. You can record meetings with your mentor, phone calls, planning time and any other activities directly associated with the completion of your Senior Project.

You may only include the time spent on an activity directly related to your Senior Project. For example, if you take a trip to Santa Cruz for a surfing lesson, you may only include the amount of time spent in the lesson. You may not include the time driving to and from there, or hanging out on the beach. You may not include the time you spent creating your Topic Approval Packet documents, writing your research paper, creating your poster or preparing your portfolio.

The Hourly Log must be typed and the entries should be in chronological order. A fillable form is availble on the website.

***Hourly Log Example****:*

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|  |  |  |
| --- | --- | --- |
| **Date** | **Description of Activity** | **Time Spent** |
| 2/20/15 | I spent ½ hour afterschool planning next Wednesday’s practice drills and I called my mentor to review my plans. | 0.5 hour |
| 2/25/15 | First practice was held at Prestwood Elementary School. The girls are really motivated! The practice began and ended on time and we completed all the drills. | 1.5 hours |
| Total Time Spent 2.0 hours | | |

**10. Self-Evaluation**

The Self-Evaluation is a document on which you will write your thoughts about what you have experienced and learned throughout your Senior Project experience. The minimum requirement is to answer the following questions. You must type the Self-Evaluation in the same format shown below (a list of questions and answers) or in paragraph form. All responses must be 1-2 sentences. The Self-Evaluation is due in Advisory in April. See timeline for specific dates.

***Required Self-Evaluation Questions****:*

1. What was the general topic of your Senior Project?
2. What was your Research Paper topic?
3. What was your Mentor-supervised activity?
4. How did your Research Paper connect to your activity?
5. Did you discover anything unexpected while conducting your research? If yes, explain what you discovered.
6. Did your position, opinion or thesis change as a result of your research? If yes, explain how your position, opinion or thesis changed.
7. How much time did you spend researching and writing for your Research Paper?
8. How much time did you spend completing your Mentor-supervised activity?
9. Did you use the Senior Project Timeline to meet deadlines and to plan ahead?
10. If you could do your Senior Project again, what would you do differently?
11. How will you prepare yourself for the Oral Presentation?
12. Did you encounter any problems or challenges? If yes, explain how you dealt with them.
13. What are your thoughts, ideas or reflections on the whole experience and the final outcome of your Senior Project?
14. What did you learn about yourself through the Senior Project experience?

**11. Supplemental/Optional Items**

This is an optional section in the Portfolio. In this section, you may include items such as photos, drawings, computer images, brochures, handouts, flyers and other items directly related to your project that help show and explain what you did. Please include a short caption or explanation of all items

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**Senior Project Portfolio Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisory Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **Basic** | **Below Basic** | **Comments** |
| **COMPLETENESS** | * All required items are included and fully completed * All papers in the correct order * List of contents matches required order of contents * **Described Project was successfully completed** | | * All required items are included and completed * All papers in the correct order * List of contents matches required order of contents * **Minimum acceptable completion of project** | * One or more items are missing or incomplete * One or more items are out of order * List of contents not done properly or missing * **Project significantly incomplete** |  |
| **HOURS** | * 20 or more hours completed during spring semester * Hours verified by mentor | | | * Less than 20 hours completed during spring semester * Hours not yet completed * Hours not verified by mentor |  |
| **QUALITY OF RESPONSES** | * Responses and letters show exceptional insight and sophistication * Writing is concise and personable | * Responses and letters show commendable insight and sophistication * Writing is clear | * Responses and letters show insight and some sophistication * Writing is comprehensible | * Responses and letters are incomplete or not included * Writing is confusing or incomprehensible |  |
| **STYLE/**  **PROFESSIONAL APPEARANCE** | * An “attention-grabbing” or interesting cover * Aesthetically pleasing-visual supports included * Demonstrates extra effort in completing a creative and professional looking portfolio * Enhanced contents are included, labeled and explained | * Style reflects topic and student’s own personality * Visual support included * Evidence of effort and planning of the portfolio * Enhanced contents are included | * Style reflective of topic but standard approach * Cover has required information but print is the dominant feature * Includes all required features but lacks originality * Some evidence of effort and planning | * Little or no evidence of individual style or topic * Cover missing required information; no visuals * Lacks required features; no added visual support * Little or no evidence of planning or effort |  |
| **MECHANICS AND GRAMMAR** | * No mechanical errors | * Few mechanical errors | * Some mechanical errors but not distracting | * Many mechanical errors that are distracting or may interfere with meaning of certain pieces * Rough draft quality |  |

**MINUMUM REQUIREMENTS: Cover Page, List of Contents, Letter to Judges, Parental Certificate of Understanding, Mentor Form, Research Paper, Mentor Verification Form, Hourly Log and Self-Evaluation.**

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**Mentor Verification Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisory Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dear Mentor**: Please review the above student’s efforts on his or her Senior Project activity and verify that at least 20 hours of the planned Mentor-supervised activity have been completed. Since most of the time spent on the activity phase of the assignment has been out of class, verification of the student’s efforts is a critical component to the final project assessment. Use the following questions to help us evaluate his or her project. Thank you for your support and contribution to the SVHS Senior Project.

**Information from Mentor (please print)**

1. Description of Mentor-supervised activity:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Can you verify that he/she spent at least 20 hours on this project as described in the student’s Hourly Log? \_\_Yes \_\_ No Can you also verify that the project was fully completed as described, not just that the student completed the 20 hours?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. What successes have you seen this student achieve?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. What specific obstacles did this student encounter and overcome?

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5. General Remarks

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Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Hourly Log Form**

SVHS Senior Project Activity Log for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Mentor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Senior Project Oral Presentation**

The Oral Presentation is the final component of your Senior Project! You must give a presentation to a group of adults (usually one teacher and 5-6 community members) that demonstrates what you accomplished for your Senior Project. The presentation is evaluated on both content and style. You will have 30 minutes for your presentation: 5 minutes for set-up, 20 minutes for the presentation itself, and 5 minutes for clean-up.

The Senior Project Oral Presentations will be in **mid-May**. You will receive the specific time and date for your presentation in early May. The Oral Presentation Student Information Formis required for all students and is due in **early April**. On this form you must describe all the technology needs necessary for your presentation, as well as other needs, for example: a bilingual board, special location (Ag. Farm, Little Theater, Physics Lab, etc.)

**Expectations:**

* Dress professionally or thematically, if appropriate.
* Use a visual aid, for example: a sample product you made, the guitar you built, the bike you welded, the car you changed out the transmission on, or a video/slide show of you completing some of your mentor-supervised hours or your project’s culminating activity.
* Be organized and prepared. You **must** go to the classroom in which you are presenting to be sure your technology works and to make sure you know how to set it up on.
* Be prepared with note cards and any additional materials that will help you and your audience during your presentation.

**Evaluation:**

The judges will evaluate your presentation using the Oral Presentation Rubric. Your final score will be determined by the average of the Judges scores.

If your presentation earns a *Below Basic* score, you will NOT have an opportunity to present again during this school year. You will be required to complete your Senior Project during the summer.

**Senior Project Oral Presentation Guidelines**

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Remember, this is only a guideline. Your presentation will vary based on your topic and personality. The minutes and points to consider are only suggestions to guide in your planning.

|  |  |
| --- | --- |
| ***Entrance***  5 minutes | **Set-Up**  • You are not being graded during this time.  • This is time allotted for you to set up.  • Be sure any equipment you are using is ready.  • Rehearse set-up of the equipment so it goes smoothly.  • Put up your poster, etc.  • Write your name and your Advisory Teacher’s name on the board. |
| ***Introduction***  2 minutes | **Introduction**  • Introduce yourself and say who your Advisory Teacher is.  • Tell about yourself.  • State interests or how you became interested in your topic for your project.  • Remember, the introduction will:  -catch your audience’s attention  -help you introduce your overall project |
| ***Body***  13 minutes | **Topic/Paper**  • State your thesis.  • Tell about the facts of your research and give a summary of your findings.  • Make the connection between your research paper and your mentor-supervised activity.  **Activity**  • Give an overview of your activity.  • Explain how you achieved your 20 hours.  • Explain how your Mentor was involved with your activity.  • Give some highlights of your activity (refer to your log if needed).  **Learning Stretch**  • THIS IS ONE OF THE MOST IMPORTANT PARTS!  • What was your overall learning experience from both your research and activity?  • Tell about your learning stretch.  • What did you learn about yourself (time management, organization, flexibility, etc.)? |
| ***Conclusion***  5 minutes | **Conclusion/Question Time**  • Bring your speech to closure.  • What are your goals for the future? Plans for next year?  • Final evaluation of the experience.  • Thank the judges for their time and for listening.  • Invite the audience to ask questions. (Your option – you may also let the audience ask questions during the presentation.) |
| ***Exit***  5 minutes | **Clean-Up**  • Collect all of your materials.  • Judges will be filling out the rubrics during this time.  • Your scores will be available by the end of the week. If you do not pass, you will be notified the next day. |

Consider making notecards ahead of time to use if you are nervous, however, try not to read directly from them. If visual aids are used, make sure they **augment** your speech—don’t read your whole PowerPoint and don’t just show your pictures at the end. Use the rubric to guide you.

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**Oral Presentation Tips for Success**

* Review the presentation rubric ahead of time. It will be used to evaluate your Senior Project presentation by the panel of judges. Use the Advanced column as a guideline when preparing for your presentation.
* Afraid of pubic speaking? Practice, practice, practice! It helps to recite your speech in front of a mirror and to others to receive feedback before you present to your audience.
* Attend the Oral Presentation Workshops during A+ with Mrs. Martin for extra practice.
* If using notecards, keep them simple. A chart with an outline is a good alternative.
* DO NOT READ your presentation from cards, a piece of paper or your PowerPoint.
* Arrive in plenty of time to be as relaxed beforehand as possible.
* Look for a friendly face in the audience and start addressing your speech to him or her.
* Greet judges, introduce yourself, shake hands if you wish, then take a deep breath and begin your rehearsed speech.
* Begin with an attention getting opening. Some suggestions are:

- use of visual aids

- introduce with a startling fact

- tell an anecdote/background story

- ask a rhetorical question

- tell an appropriate joke

* You may choose to present in clothing appropriate to your topic (example: surgical scrubs for shadowing a surgical nurse)

**Use of Visual Aids**

* Visual aids such as video clips or PowerPoint need to correspond to your topic. Be sure to edit it and keep it short and concise. Familiarize yourself with the equipment at least a day ahead of time and troubleshoot any potential issues. Rehearse using the specific equipment that is in your presentation room.
* Your speech should be planned around your use of visuals. For example, if you are using slides, you may show a few between each part of your speech or show them all while talking about your activity. For video clips, decide where to place them relative to your speech.
* If your props are hard to see, you may need to pass them around. Plan ahead.
* If you are using a poster in your presentation, do not stand in front of it.
* When you write on the board, use large print and move to the side.
* The document camera “Elmo” is an excellent way to share a graphic/visual aid.

**Gifts and Samples**

It is certainly *not* required, but if you make something inexpensive in your project that you can give to judges, it is a popular and fun icebreaker for presentations. Some past examples have been small blown-glass ornaments, food samples, welded metal paperweights, and photo prints.

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Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisory Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Senior Project Oral Presentation Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **Basic** | **Below Basic** | **Comments** |
| **CONTENT** | * Introduction powerful and grabs attention * Superior knowledge of topic displayed * Highly articulated learning stretch * Clear, concise delivery of a logical sequence of material * Strong conclusion * Self-discovery compelling * Used coherent creative ideas * Strong connection between research topic and activity | * Introduction powerful * Shows clear command of topic * Clear, well-defined learning stretch * Presentation organized; easy to follow * Solid conclusion; clear and evident * Self-discovery clearly stated * Connection between research topic and activity | * Introduction present * Shows knowledge of topic * Learning stretch present * Some organization * Conclusion included * Self-discovery present * Connection between research topic and activity | * No evidence of introduction or "attention getting" device * Lacks knowledge of topic * No learning stretch demonstrated * Presentation unorganized; choppy * Weak ending; abrupt; no closure * Self-discovery is not apparent * Connection between research topic and activity not stated or evident |  |
| **FORMAT** | * Set-up rehearsed and seamless * Outstanding use of visuals (several types used); compelling, shows preparation, and enhances understanding of topic * Smooth transitions * Overall format impresses audience | * Set-up is organized and prepared * Audio or visual components are compelling and integrated * Presentation smooth; natural; easy to follow * Interaction poised; confident | * Set up acceptable * Audio or visual component present * Some preparation apparent * Some effective interaction | * Set-up haphazard, awkward, unprepared * Audio or visual components not used or not related * A/V use shows little or no preplanning or thought * Presentation lacks cohesion; no evidence of planning * Presentation awkward; no evidence of practice |  |
| **STYLE** | * Facial expressions and body language generate a strong interest and enthusiasm about the topic in others * Stands up straight, looks relaxed and confident, establishes eye contact with everyone in the room during the presentation * Completely prepared and has obviously rehearsed * Impromptu skills excellent, speaking volume and speed easy to follow; natural * Dress is professional and enhances presentation | * Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others * Stands up straight and establishes eye contact with everyone in the room during the presentation * Prepared but might have needed a couple more rehearsals * Impromptu skills evident; smooth responses * Dress appropriate and neat | * Facial expressions and body language are used to try to generate some enthusiasm * Sometimes stands up straight and establishes eye contact * Somewhat prepared * Some impromptu skills displayed * Dress is casual but not offensive or off topic for presentation | * Very little use of facial expressions or body language and did not generate much interest in topic being presented * Slouches and/or does not look at people during the presentation * Not prepared to present, impromptu skills lacking, and/or reads from cards * Dress either inappropriate, distracting or uniform not related to topic |  |

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