

South Tahoe High School



Class of 2009

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Dear Senior:

The most important decision you have facing you in the next few days is the choice of your Senior Project. Senior Project is your chance to learn about what YOU choose - within some limits, of course. You should begin by asking yourself these questions: what do I want to know more about? what interests me enough to stay focused for four months? what will challenge and excite me? The ultimate purpose of Senior Project is for YOU to be excited about your learning.

Senior Project has four parts: the research paper, the physical product, the portfolio, and the oral presentation. Each of these will be explained in this Manual and by your teacher. You may explore a career option, a hobby, social service, community organization, leisure activity, handicraft--the choice is yours. **You are required, however, to challenge yourself, to choose a topic that will allow you to stretch your present knowledge and abilities.**

You will need to have your project approved, spend a minimum of fifteen hours outside of class time on the product, verified by an adult who is not related to you and is familiar with your Project; the paper will need to conform to the research and format requirements listed in this Manual.

The Senior Project culminates in your oral presentation to a board of teachers and community members. In discussing your product, your research, and your experience, you will be able to share your reflections, your enthusiasm and your new knowledge. In addition, you will be gaining the skills and experience you will need for either work or college.

Although you might feel overwhelmed by the Project requirements at this time, be assured that if you meet deadlines, give your best effort, and risk a little, not only will you graduate, but you will feel like you have really accomplished something important. And you will have!

All the forms that you will need are included in this manual. A copy of the manual is available ONLINE linked through the STHS and the LTUSD web sites for your convenience should you need extra forms.

Sincerely,

STHS Teachers

SENIOR PROJECT DUE DATES 08-09

| FALL TERM | | SPRING TERM |
|------------------|--|-------------------------------------|
| Week of Sept. 2 | Manuals and contracts available | Week of Dec. 2 |
| Sept. 19 | Project Proposal and Contracts due | Jan. 30 |
| Oct. 3 | Sources registered and Paper outline due | Feb. 13 |
| Oct. 17 | Rough Drafts due | Feb. 27 |
| Oct. 31 | Must have RD to turn in Final Papers returned to students | March 13 |
| Nov. 14 | FINAL PAPERS DUE | March 27 |
| Nov. 20 | Scoring of papers | April 1 - 3 |
| Nov. 21 | Mentor Progress Report | April 6 |
| Nov. 24 | Return papers | April 10 |
| Dec. 12 | PROJECTS COMPLETE: Logs, Mentor & Self Evaluations, and Product | May 15 |
| Jan. 5 | DRESS REHEARSALS BEGIN Must pass DR to go to Presentations | May 18 |
| Dec. 19 | DROP DEAD DATE: Last day for paper rewrites to be passed | May 22 |
| Jan. 11 | PORTFOLIOS COMPLETE: Nothing to be added later | May 29 |
| Jan. 15 | Portfolio Reading | Mon. June 1 Tues. June 2 |
| Jan. 16 | Judging of Presentations | Wed. June 3 |

Those dates shown in bold are **ABSOLUTE DUE DATES**. Missing any of those deadlines will cause a student to fail Senior Project.

RESPONSIBILITY POLICY

"If you act as an adult, you'll be treated as an adult."

BUT IF YOU...

- miss more than 40% of your English or IS class meetings
- miss a major due date (*for example: rough draft, project hours check, rewrite appointment*)
- are irresponsible in contacting and working with your mentor
- fail a semester of English

THEN YOU FACE SOME or ALL OF THESE CONSEQUENCES:

- attendance probation
- weekly contact between your teacher, counselor, and parent(s)
- lunchtime detention and/or Saturday School
- loss of open campus privileges at lunch
- loss of end of the year Senior privileges: *prom, picnic, etc.*
- loss of graduation ceremony

WHAT IF YOU MISS A DEADLINE?

- If you miss a deadline given on the contract that you and your parents sign, **you will fail Senior Project and fail to graduate.**
- If you have serious extenuating circumstances that caused you to miss this deadline, you have the right to appeal to the Advisory Committee for an extension of that deadline.

HOW DOES THE ADVISORY COMMITTEE WORK?

You will have to appear in person before the committee; they will consider your story as well as

- all of your classroom grades and records
- your attendance in all classes
- an update on your work with your mentor
- documentation verifying the extenuating circumstance you claim

EXCESSIVE ABSENCES WILL CAUSE AN APPEAL TO BE DENIED.

SO. . .

- ~ **BE IN CLASS**
- ~ **STAY ON TRACK WITH YOUR DUE DATES**
- ~ **MEET YOUR DEADLINES**
- ~ **BE AN ADULT**

STUDENT CALENDAR

Month: _____

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PROJECT PLANNING AND REQUIREMENTS

1. **The Project phase needs to STRETCH your abilities, to CHALLENGE you to learn to do something you don't know how to do now.** While it can be *related* to skills and interests you presently have, it needs to take you into “the unknown” where you can learn new skills and develop fresh interests. **One of the areas in which you will be graded will be the degree of challenge your project presented.**

EXPERIENCE HAS SHOWN THAT THE MOST CHALLENGING PROJECTS ARE THE MOST ENJOYABLE; don't cheat yourself by choosing something too easy.

2. **Be creative in finding the most interesting combination of research and work.** The key to success in this step is to BRAINSTORM. Look at multiple possibilities for both the Paper and the Project before you commit. Don't just take someone else's suggestion or previous Project: **CHOOSE SOMETHING YOU ARE INTERESTED IN.**
3. **You are required to have an adult mentor for the Product phase.**
 - You are **STRONGLY ENCOURAGED** to find your mentor in the community. This person may be an instructor, an advisor, a supervisor - someone who can certify that you have spent a minimum of 15 out-of-class hours developing this product. Your particular choice of topic will determine the appropriate type of mentor to choose.
 - **Parents, relatives, and people with whom you live are not acceptable as mentors.**
 - **Staff members can serve as mentors only in a subject or area for which you are NOT taking their class.** For example, if you currently have – or have had in the past – Mr. Williams for architectural design or CAD, he may NOT be your mentor for an architecture-related Project.
4. **Your mentor**
 - must be an **adult**, 21 years or older, and not a recent STHS graduate
 - should be **knowledgeable** in the field you have chosen
 - will **oversee** at least 15 hours of work on your project
 - will **sign a contract**, in which the expectations for both your roles are spelled out
 - will **sign logs** of your hours
 - will write an **evaluation** of your Project and **verify** you have completed your hours
 - is NOT responsible for helping you with your research paper or your presentation
5. **Some restrictions on your Project do apply:**
 - All the hours must be done **in the term** in which you are doing SP.
 - You must spend a **minimum of 15 out-of-class hours** on the project.
 - You can take a class for your project (i.e., photography; scuba diving; guitar), but you may **not** be taking the class for graduation credit at STHS
 - You may **not** use high school classes for project hours.
 - You may **not** use hours for which you are being paid.

- If your project involves **physical risk**, you must be instructed and mentored by a licensed instructor and must meet the instructor's specific guidelines for participation. (*For instance, skydiving requires that you be 18.*)
6. **Your parents must sign a commitment and a waiver, agreeing to your project.**
 7. **The cost involved in your SP is entirely up to you and your family.** The school does not put a limit on what you may spend. However, if you choose an expensive Project, you'll want to be sure you have the money necessary to complete your Project hours.
 8. If you take a course, whether at LTCC or with a private firm, you must turn in the **Instructional Course Notification** with your proposal and your instructor must agree to sign the evaluation and verification at the end of your Project hours.
 9. **You will need to produce a physical product as evidence of your project.** This "product" has a wide definition; it could be a performance; it could be a demonstration, it could be video of what you did. This product will be part of the "visual" element of your Presentation to the judges in June. You will also need to demonstrate your learning to the judges.
 10. **You will be required to produce multiple pieces of evidence that your project hours have been completed:**
 - a log of your hours, signed by the mentor
 - an evaluation and verification of your work, written and signed by the mentor
 - a self-evaluation and justification that you write about your work
 - a physical product, seen and approved by your teacher
 11. The **topic** of the Research Paper and the Product must have a **clear connection** to each other. However, they should not be the same topic. **Your paper should be background for your Project.**
 12. **You must have your project approved by the Advisory Committee before you begin doing your hours and before you begin your paper.** About half of the Proposals will be returned for revision; it's all right to begin doing your research during this revision process, but do not proceed with your paper unless your proposal has been approved.

SAMPLE PAPER AND PROJECT COMBINATIONS

PROJECT

Drive a team of Belgian draft horses in a parade
 Build a dune buggy
 Find my birth parents
 Do a tandem dive
 Build a bass boat
 Get a private pilot's license
 Write, arrange and record an original jazz composition
 Write and perform in public a comedy monologue
 Volunteer at an animal shelter
 Coach a basketball team for retired women
 Register 300 eligible young voters
 Volunteer at a shelter for abused children
 Choreograph a high school musical
 Produce a brochure outlining causes and solutions
 Screen paint and sell t-shirts
 Take a hunter's safety course
 Design a computer animation
 Rebuild a Corvette engine
 Write and illustrate a children's book
 Earn a Master Diver Certificate
 Make and dress china doll in an historical costume
 Attend clown school and perform for children
 Volunteer at a marine biology laboratory
 Build a functioning generator
 Write and publish a small book of poetry
 Teach an American History class for a week
 Chart a trial and produce a "judicial review"

PAPER

Draft Horses
 History of Recreational Vehicles
 The Adoption Process
 History of Parachutes
 Bass Fishing in the South
 The P-51 Mustang in World War II
 The History and Influence of Jazz
 Comedians: On and Off Stage
 The Inhumane Human Race
 Women in Sports: A Modern View
 Apathy, Politics, and Young People
 Child Abuse in El Dorado County
 The Art of Choreography
 The Federal Deficit
 Franchising a Business
 Gun Control
 Computer Animation
 Muscle Cars of the 1970s
 Effects of Reading to Young Children
 Pollution Along the California Coast
 Russia's Last Czars: The Romanovs
 Emmett Kelley, America's Clown
 Killer Whales
 The Future of Electrical Engines
 Kahil Gibran: Persian Poet and Mystic
 Gunfighters of the Old West
 The Rehnquist Supreme Court

PROJECT SELECTION ANALYSIS

The first step to choosing a Project topic is to BRAINSTORM:

- think about **CAREERS** that interest or intrigue you
- think about **LEISURE** activities you'd like to learn how to do
- think about **CRAFTS** you've admired and wondered if you could learn
- think about an **ACADEMIC** subject you like and might pursue in college
- think about a topic you've learned a little about and want to **KNOW MORE**

After you've generated a list, think through these questions: Which ones . . .

- will be possible to **research**
- will lend themselves to the production of a **product** to use for the presentation
- will be **affordable**, both in terms of time and money
- will **stretch** your skills and knowledge
- will give you a taste of a possible **career** or **activity** you might want to continue
- will maintain your **interest** for four months
- will **challenge** you

Set your list aside for a few days. At the end of this time, choose three that interest you the most.

List your three topic choices:

- 1.
- 2.
- 3.

Spend some “think time” on each of three items you chose. Then check the following:

- Which area sounds the most interesting/appealing to me?
- Which choice will “stretch” me the most?
- Which area have I always been interested in and have not taken the time to pursue?
- Which area will probably have the most resources available?
- Which project will most likely fit my time and money budget?
- Which area is the most unique and will be different from other Senior Projects?
- To which area do my talents most lend themselves?
- Which project would have the most positive impact on my school and community?
- Which area would my parents/guardians prefer that I select?
- Which area am I most likely to be able to use after I graduate?

Remember that you will be living with this project for several months. If you begin to suspect that your choice is really not going to interest you over an extended period of time, will cost too much money, OR will be too easy, begin the topic selection process again.

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| <p>It is much easier to change topics BEFORE you begin the Senior Project journey than after you have spent valuable time just spinning your wheels.</p> |
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SUGGESTIONS for PRODUCTS or PRODUCT COMBINATIONS

You are required to produce a physical product that represents the fifteen hours you've spent and the learning you've achieved. Following is a list of some suggested products. Some of these may be too limited to serve as a single product but might be combined with others to appropriately represent your Senior Project hours.

- ~~~~~
- | | |
|-----------------------|----------------------------|
| A LETTER | MURAL |
| A LESSON | MUSEUM EXHIBIT |
| ADVERTISEMENT | MUSICAL INSTRUMENT |
| ANIMATED MOVIE | NEEDLEWORK |
| ART GALLERY | NEWSPAPER STORY |
| BULLETIN BOARD | ORAL REPORT |
| CHART | PAINTING |
| CLAY SCULPTURE | PAMPHLET |
| COLLECTION | PANTOMIME |
| COMIC STRIP | PAPER MACHE MODEL |
| COMPUTER PROGRAM | PETITION |
| COSTUMES | PHOTO ESSAY |
| DATABASE | PICTURES |
| DEMONSTRATION | PICTURE STORY FOR CHILDREN |
| DETAILED ILLUSTRATION | PLASTER OF PARIS MODEL |
| DIORAMA | PLAY |
| DISPLAY | POETRY |
| EDIBLES | POLITICAL CARTOON |
| EDITORIAL ESSAYS | POP-UP BOOK |
| ETCHING | POWERPOINT PRESENTATION |
| EXPERIMENT | PRESS CONFERENCE |
| FAIRY TALE | PROTOTYPE |
| FAMILY TREE | PUPPET |
| FILM | PUPPET SHOW |
| FILMSTRIP | RADIO PROGRAM |
| FLIP BOOK | RECIPE BOOK |
| GAME | SCIENCE FICTION STORY |
| GRAPH | SCULPTURE |
| ILLUSTRATED STORY | SKIT |
| JOURNAL | SLIDE SHOW |
| LABELED DIAGRAM | SONG |
| LARGE SCALE DRAWING | SOUND SHOW |
| LEARNING CENTER | SURVEY |
| LETTER TO THE EDITOR | TAPES: AUDIO and VIDEO |
| MAP WITH LEGEND | TELEVISION PROGRAM |
| MAZE | TIMELINE |
| MODEL | TRANSPARENCIES |

SENIOR PROJECT PROPOSAL

This paper **must** be word processed.

- > Use 1" margins
- > Title each section, all caps
- > Single space within each section, double space between sections.
- > Answer in paragraph form.
- > Put your name in the top right corner. (See Sample, next page)
- > Put the date below your name, updating with each revision

PROJECT:

This section should focus on your Project hours. Specifically:

- What general area have you chosen to explore? Why?
- What NEW SKILL do you want to learn that you presently don't have?
- What will you spend your hours DOING?
- What PHYSICAL EVIDENCE of learning (what product) will you be producing?
- How will you DEMONSTRATE YOUR LEARNING to the judges?
- Who will be your mentor?
- What are his/her qualifications?
- How will you manage your time to complete the hours as required?
- Approximately how much will this project cost and how will you pay for it?

CHALLENGE:

This section should discuss how much challenge or "stretch" is involved in the Project you propose.

Be sure to explain:

- How is this project a STRETCH or a CHALLENGE for you? (*That you have not ever done this before is NOT sufficiently challenging.*)
- What previous experience or prior knowledge do you have about this area of interest? How will this Project be **significantly more challenging** than what you already know how to do? How does it STRETCH you in a new direction beyond your comfort level?
- How is this project involved with your work, your current hobbies or pursuits, or your friends' and/or family's pursuits?
- Is this project RISKY, either in an emotional or a physical sense?
- How will this Project keep you interested, stimulated, and active for several months?

PAPER:

This section should focus on your research paper. Clarify:

- What is your topic and how will it serve as background information for your project?
- What do you already know about this topic?
- Are there any primary sources you might find in the community?
- What problems do you anticipate in completing a passing paper?
- How will you arrange access to a word processor?

Staple this to the following forms, available in the FORMS section of the manual:

- > ***The Project Proposal cover sheet***
- > ***Your mentor contract, completed and signed by the mentor***
- > ***Your parent commitment/waiver, signed on both sides***
- > ***Instructional Course Notification (if you're taking a class)***

SAMPLE PROPOSAL

Susie Smith
Feb. 2, 2009

PROJECT:

I have decided to do my project in the area of genealogy. I want to learn how to trace my family's background and how to set up a family tree, which would be a visual representation of my family's history. I intend to spend my hours talking to my grandparents and other family members gathering information, going online to trace birth, marriage, and death records of past relatives, and working with my mentor to find out the best methods of research and how to design this family tree visual. My physical evidence or product will be the family tree that I produce. In addition, I expect to have pictures of both sides of my family, the computer print-outs from my online research, and the mock-ups or rough drafts of the family tree I've produced. I will show the judges how I learned to use the genealogical tables to trace my grandparents. My mentor is Fran Merlins, a local historian, who has done substantial work in genealogy both for her own family and with the Lake Tahoe Historical Society. She is available only on Mondays and Wednesdays, so I will have to readjust my days off at work to be able to work with her on those two days. I don't believe that this project will be very expensive, although there may be some mailing costs and materials costs involved, but they certainly won't exceed \$100, a sum I have already saved.

CHALLENGE:

I think this will be a challenging project because my family's history becomes very murky just before my dad's dad. While I know the family came to California from Texas, I don't know much else, nor does my dad. I'm going to have to find some internet sources or correspond with someone in these other areas where my grandparents were born to fill in information that I can't learn here. I know a little bit more about my mother's side than my dad's, but not too much specific detail on either one. While I do volunteer occasionally at the Historical Society with my mom, this project is not connected in any way to my work there. There's no physical risk in this project although there may be some emotional risk if I find out bad things about my ancestors. I do think, though, that it will keep me interested all semester, as I love history and I find all Grandpa's stories of his early life fascinating as they contrast to my life.

PAPER:

I'm going to do my research paper on the Huguenots, French Protestants who left the Catholic Church during the reformation. This topic will serve as background to my project because my dad has told me that our family came to America when they were exiled from France because of their beliefs. I don't know any more about the Huguenots than that, so this will be all new information for me. I don't think there will be any primary sources for this paper. I know I will have to work harder to pass this paper than I did on my previous research papers, so I intend to start early and not procrastinate on doing my research. A word processor is not a problem as I have access both at home and in The Company.

HINTS ON PASSING YOUR PROPOSAL

- Have an **ACTIVE PROJECT**: set out to learn to **DO** something. Passive projects – job-shadowing, observing, riding along – will be sent back for revision. The Committee wants you to be an active participant in this Project, not a by-stander.
- Write a clear description of the **PHYSICAL PRODUCT** you intend to produce from your work. (See previous page for suggestions.)
- Describe how you will **DEMONSTRATE WHAT YOU LEARNED TO DO** to the judging panel. Describe ways in which you plan to show the judges your new skills.
- **Pick something NEW**. If you play soccer, learning to play a new position is not a stretch; learning to play tennis would be. Choose something **CLEARLY DIFFERENT** than what you are already doing.
- **CHALLENGE YOURSELF**. **The Committee is much more likely to pass Proposals that attempt too much than those that attempt too little.**
- For **COACHING** projects, list the **SPECIFIC RESPONSIBILITIES AND JOBS** you will have:
For example:
 - design the team’s warm-up routine
 - establish the batting order with an explanation of your reasoning
 - set up and run a tournament
 - contact parents
- For **BODY IMPROVEMENT** projects (weight lifting; body building; weight reduction; aerobics; conditioning, etc), **ESTABLISH A BASE LINE AND SPECIFIC GOALS**, and specify the ways in which you will measure your success:
For example:
 - before and after pictures of your body
 - log daily workout types and reps
 - current weight and measurements; goal weight and measurements
 - weight lifted now; projected weight to be lifted
 - current level of fitness; projected level of fitness
- For **COMPUTER** projects, building a web site is insufficient given current programs, and building a computer, even with a kit, is expensive.
- For **MEDICAL, EMT, FIREFIGHTING AND POLICE** projects, be sure you’ve talked to your mentor about what you are **LEGALLY** able to do. Don’t indicate that you’re going to scrub in on a surgery unless you know that is allowed. Remember that you will need to demonstrate your learning: what WILL you be allowed to do?
- For **BEAUTY** related projects (hair, nails, etc.) you will need to find a professional, licensed in California, who will let you work in a professional atmosphere.

COMPUTER HINTS

Imagine this scenario: This morning your Proposal is due; you rush to the computer to print it and something goes wrong! The paper jams, the cartridge is dry, you're out of money and time. . .

WHAT NOW?

First – learn your lesson: PLAN AHEAD, PLAN AHEAD, and PLAN AHEAD

- Complete your work a day or two (*even a week!*) ahead of time and turn it in ***early***.
- Print as soon as you complete a document and check the document for errors; correct errors and re-print a clean copy to submit to your teacher.

Second – be sure ALL OF YOUR SENIOR PROJECT WORK IS SAVED TWICE

- Use a USB storage device to have all your work backed up – and save on the hard drive.
- Bring your USB device to the computer lab and print at school.
- Email the document to yourself and access the email from the lab, then print.

WHAT ELSE SHOULD I KNOW ABOUT COMPUTERS and SENIOR PROJECT?

1. The most common word processing program on the school computers is Microsoft Word. Few computers on campus will recognize Works or Word Perfect or other programs. If you think you may need to work or print on a school computer, do your work in WORD.
2. You will need to have EDITED copies of many materials for your portfolio in June. DO NOT LOSE THE COMPUTER COPIES of anything. Save your Proposal, your paper, and any other word processed documents until Senior Project is completely over.
3. As much as possible, do all your Senior Project work on one computer and save it in two places. If you don't have access at home, work in the school's labs and **purchase a USB device for storing all your documents.** (Many new computers do not accept disks.)
4. You will be required to submit your research paper electronically to **turnitin.com**. You will need a functioning email address or you may have your teacher submit it through his or her computer. Again, you will need to have the paper available on a USB device.
5. If you must change computers, be sure to take note of what kind of computer you're using. Macintosh computers (those with an Apple logo) use a different system than PCs which usually use Windows. A Mac disk will not work on a PC although a PC disk will work on a Mac. An USB device, however, will usually work on both types.
6. Set your margins before you begin word processing. All Senior Project documents have a specified format; be sure you stick to the format given for each document.

7. Be thinking ahead about how you want to present your Senior Project to your judges during Presentations. Computers are very helpful for presentations as they are an effective way to display photographs, art work, videos, key ideas, and so forth.
8. Be sure to SPELL CHECK all documents before submitting, and then **read them over again** to be sure you've caught all errors; spell check alone is not enough, as this poem shows:

*I have a spelling chequer
It came with my Pea Sea
It plainly marques for my revue
Mistakes I cannot sea.*

*I've run this poem threw it
I'm shore your please too no
It's letter perfect in its weigh
My chequer tolled me sew.*

INTERVIEWING TECHNIQUES

- Your paper may contain both **primary** and **secondary** sources. The information you gather from interviewing a person who is knowledgeable in your subject (*a primary source*) is sometimes more valuable than the material taken from written sources (*secondary sources*).
- To take full advantage of your time with an expert, you need to prepare yourself ahead of time, use proper interviewing skills during the interview, and follow up your interview with immediate review. Follow these guidelines:

BEFORE THE INTERVIEW:

- Thoroughly research the person to be interviewed in terms his/her position, background, education, and any special skills and experiences s/he might have.
- Find out for whom s/he might work.
- Determine the purpose of your interview: i.e., just exactly what do you hope to glean from the interview? If you haven't a clear purpose or know what you want to accomplish, your interview will be disjointed.
- Write out clearly phrased questions that reflect your purpose, research, and knowledge. **There is a form in the FORMS section to help you with this step.**
- Organize your questions in a logical fashion.
- Gather your materials, i.e., pen, paper, and **tape recorder**. Be sure you have checked the functioning of the machine before the interview.

CONDUCT THE INTERVIEW:

- Dress appropriately; be well groomed.
- Be punctual; 10 minutes early is desirable.
- Introduce yourself in a professional manner with a firm handshake, smile, and eye contact.
- State the purpose of the interview and thank the interviewee for his/her time.
- If using a tape recorder, ask permission of the interviewee.
- Don't digress during the interview; stay on task.
- Listen for possible leads, however, and formulate new or follow-up questions as you go.
- Ask for clarification if needed and don't be embarrassed to ask for a repetition of an answer.
- Honor "off the record" remarks.
- Thank the person again.
- Give the person you interviewed the **EVALUATION FORM** (available in **FORMS**) and a stamped, addressed envelope and ask him/her to return it to your teacher.

AFTER THE INTERVIEW:

- Review your notes as soon as possible after the interview.
- Play the tape and transfer the interview to note form, being sure to be accurate and complete.
- Consolidate information; prune information you can't use.
- Be especially careful that direct quotes are accurately recorded.
- If in doubt about a specific comment, contact the person again for clarification.
- Make a list of any additional resources you have uncovered through the interview.

RESEARCH PAPER PROCESS

STEP 1: Turn in your note cards and outline ON or BEFORE the due date. (See calendar)

- You must have your sources listed in correct format as described by your teacher.
- You may turn in computer print-outs or photocopied materials which have been highlighted in the appropriate places in place of note cards.
- Your topic outline should include your thesis sentence.
- You must have a minimum of five sources: more is desirable.

STEP 2: Turn in your Rough Draft ON or BEFORE the due date. (See calendar)

- It must be word-processed according to the format in the STHS Research packet.
- You will need to turn in your sources and all your note cards and/or highlighted material you used in writing your paper: your rough draft will be checked against these sources.
- Your rough draft **MUST** be submitted to turnitin.com before it is accepted.
- Your paper must follow the directions given in the research manual.
- Your teacher will return your paper with corrections and suggestions.

STEP 3: Turn in your Final Draft ON or BEFORE the due date. (See calendar)

- You **MUST** have turned in a Rough Draft and had it edited by your teacher for your Final Draft to be accepted.
- Follow the guidelines in the Research packet.
- Your note cards and sources will be turned in again and will not be returned.
- Your paper **MUST** be 2000-3500 words, with word count marked on the title page.
- The paper should be stapled together, **NOT** in a folder, with the title page on top.
- Your paper must be re-submitted to turnitin.com on the day it is due.

STEP 4: Papers will be scored by two teachers.

- All teachers will be trained to use the scoring guide.
- The two scores are averaged together for your final score.
- A paper on which there is a wide discrepancy will be read by a third teacher.
- The scoring sheet returned to you will reflect the combined score.
- **To pass, your paper must score a “2” or above on EACH of the areas on the rubric.**

STEP 5: If your “final” paper receives a PASS, you will do the following:

- Meet with your teacher, then correct all marked errors and reprint.
- Put the edited copy in your classroom folder until you do Portfolios.

STEP 6: If your paper receives a REWRITE, you will do the following:

- **WITHIN A WEEK**, have a conference with your English teacher.
- Get the rewrite completed as soon as possible; you will probably have to do more than one more draft.
- **Don’t procrastinate**: your teacher will be contacting your parents on a regular basis to keep them informed of the status of your rewrite.
- **PASS YOUR PAPER BEFORE THE FINAL DATE. (See calendar)**

**You must pass the Research Paper in order to go on to the next steps of Senior Project.
Don’t sabotage yourself by waiting until the last possible day to do your paper revision.**

PROJECT: Directions for Log of Hours

Log forms are available in the FORMS section and also online.

- When you are finished with your hours, **staple all the logs together with your MENTOR EVALUATION and VERIFICATION** to submit as evidence of your time and activities.

| |
|--|
| <p>ALL HOURS MUST BE COMPLETED, LOGS and MENTOR & SELF EVALUATIONS SUBMITTED, and PRODUCT SHOWN TO YOUR TEACHER BY THE DUE DATE GIVEN ON THE CALENDAR IN THE FRONT OF THE MANUAL.</p> |
|--|

Any request for exceptions to this date must be submitted in person to the Advisory Committee **BEFORE THE DUE DATE** and approved by them.

DIRECTIONS FOR THE LOGS:

1. The student will fill out the date, time, and place and will describe the activities done during this session. The description should include specific details about the work done and the student's learning.
2. Immediately have the mentor sign in the appropriate place.
3. If the mentor and the student agree that the student can benefit from independent work, the student will record the date, time and place and will describe the work he or she does on his or her own.. The mentor may sign off on these hours IF:
 - the student and mentor agree on the time such work took
 - the student has already written the description of activities
 - the mentor is convinced that the work the student has described has taken place

EXTRA INFORMATION ABOUT PROJECT HOURS:

- Logs need to be kept in **chronological order** and submitted as ONE of the pieces of evidence of completion of project.
- **Logs WILL appear in your Portfolio for the judges to see, and they DO read them.**
- Logs that are too general or lack detail may be rejected and have to be re-done.
- Periodically your teacher will ask you to bring in the logs you've completed and have had signed so far as evidence that you are **progressing** on your project hours.
- **Teachers MAY CALL MENTORS AT ANY TIME to check on a student's progress.**
- Logs will be judged on **completeness** and **organization** in weighing them as evidence for your Project grade.
- **FALSIFYING YOUR LOGS IN ANY WAY WILL CAUSE YOU TO FAIL SENIOR PROJECT AND YOU WILL NOT GRADUATE.**

| |
|--|
| <p>It is extremely important to have your mentor sign off your logs as you meet; do not wait to have them all signed off at once.</p> |
|--|

LETTER TO THE JUDGES: Directions

The first impression the judges will have of you comes from this letter. The purpose of this writing is to give the judges an introduction to you as a whole person, beyond the work you have done on the Senior Project. They will be able to see you as a young adult with goals, interests, and opinions.

When they hear you speak at the Presentation, they will bring these insights into their understanding and consequent assessment of your presentation. This letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself.

Let YOU shine through!

REQUIREMENTS:

1. Your letter should MATCH the format used on the following sample. The judges will be given the expected format and content and will be scoring your portfolio on how closely you follow the directions given to you.
2. Word process the letter, using the business letter format used in the sample letter. The letter is in BLOCK style, which means:
 - Use the usual margins and font: 1” on all sides, 10 or 12 pt. business font
 - All text is justified to the left margin
 - Single space within paragraphs; double space between paragraphs
 - Double space between the address and the salutation; double space after the salutation
 - Double/double space after the closing, before your name
3. Use the following inside address for the judges:

Judges, Senior Project Presentations
South Tahoe High School
1735 Lake Tahoe Blvd.
South Lake Tahoe CA 96150
4. Your classroom teacher will direct you as to rough drafts and editing. The FINAL DRAFT of this letter should be **virtually faultless.**
5. SIGN YOUR LETTER before putting the final draft into your portfolio.

LETTER TO THE JUDGES: Sample

1234 Medford Road ← (your address)

South Lake Tahoe, CA 96150

May 20, 2008 ← (date)

←----- (4 spaces)

Judges, Senior Project Presentations (inside address)

South Tahoe High School ←

1735 Lake Tahoe Boulevard

South Lake Tahoe, CA 96150

←----- (double space)

Dear Judges: ← (salutation followed by a colon)

DON'T BEGIN WITH YOUR NAME – they already know that from your folder label. Paragraph one should be a general introduction of you. Incorporated in here should be your personality and any unique aspects about you: background, goals, interests, and so forth.

Paragraph two should introduce your Senior Project: what you decided to do and why. (If your paper or project changed from the accepted proposal, the explanation of why it changed would go here as well.) Clarify the relationship between your paper and your project. You should mention your mentor and **reflect** on the time you spent with him or her: what did you learn about your topic, about yourself, about working with others? What frustrations did you encounter and how did you deal with problems? What positives? What surprises? What are you most proud of?

Paragraph three should complete your reflection on your Senior Project. How well did you enjoy what you chose? Do you see this experience affecting your future in any way? What are you most proud of? What regrets, if any, do you have? Why? This section should complete the judges' picture of your Senior Project experience.

Paragraph four should thank the judges for reading your portfolio and judging your presentation. Remember, these people are volunteers who take time out of their lives to come see what you've accomplished.

←----- (double space)

Sincerely, ← (closing)

←----- (4 spaces)

← (your signature)

Bill Duncan ← (your name, typed)

THANK YOU LETTER: Directions and Sample

After you have finished your project hours, you need to thank your mentor for the time s/he has spent with you and for the help and advice extended. Even if you took a class, the instructor had to spend extra time to complete your paperwork, so it is appropriate to thank them for doing so.

REQUIREMENTS:

1. The letter must be word-processed, following the format given below.
2. Print **2 copies** of your final letter (after fixing errors the teacher has indicated.)
3. Give ONE copy of the letter to your mentor and bring the other for your Portfolio.

FORMAT: Use the same block style you used for the business letter.

2950 Havapui Drive
South Lake Tahoe, CA 96153

Your home



May 21, 2006

Dear Mr. Johnson,

Paragraph one should offer a general statement of your appreciation for the time and effort that the mentor extended on your behalf. **Specific details will make this part more personal and meaningful than general comments.** It's better to say, for example, "Thanks for taking Wednesday afternoons to watch me struggle with those bass scales," than to say "Thanks for all your time."

Paragraph two should update your mentor on your progress since you last worked together. Have you continued with your project? How far have you gotten on your product or demonstration? How is the practice for your presentation going? What plans do you have to continue this interest into the future?

If you know your mentor well, or you have extensive thanks to give, a third paragraph may be necessary. For most people, two paragraphs will suffice. Whether you end with the second or the third paragraph, your last sentence should repeat your thanks.

Sincerely,
(your signature)

Sam Student

SPEECH PRESENTATION

Presentation Requirements: 8-12 minutes of Presentation with visual aids; answer 3-5 minutes of questions; no more than 2 minutes of “non speaking” demonstration; prepared and practiced ; dressed appropriately; have passed Dress Rehearsal with teacher

STEP 1: WHAT AM I GOING TO SAY?

Begin by answering these questions:

- HOW SUCCESSFUL WAS YOUR SENIOR PROJECT? *(The answer to this question is your **FOCUS STATEMENT** for your Presentation – the main idea that you will prove with specific details and demonstrations of your learning.)*
- How do your paper and project connect?
- What did you learn to do and how can you teach the judges about that?
- What emotions did you experience as you worked through the project?
- What did you like the best? Dislike the most?
- Who was your mentor? How well did you work together?
- What was the most difficult part? the easiest?
- What problems did you encounter?
- Did your project “stretch” or challenge you effectively? Why or why not? Did you choose your project wisely?
- What personal growth did you gain from the paper and project? What self-knowledge did you gain? What knowledge of your topic did you gain?
- Did the project affect your plans for your future?

STEP 2: IN WHAT ORDER AM I GOING TO SAY IT?

- Jot each idea (from above) on a 3x5 or a 4x8 card, then arrange them into an order that is logical and pleasing *(See following for a sample organizational plan.)*
- Slip blank cards into spaces where visual aid is needed or might be appropriate
- Add blank cards for the introduction and conclusion: **be sure to complete them later!**
- Plan the display of your product (the physical part of your project): will it be an on-going, integral part of your speech, such as a slide show? Will you wear it? Sit on it? Serve up samples? **Be sure to PLAN how to do this**; don’t assume it will just happen.

STEP 3: HOW CAN I KEEP THEM INTERESTED?

Plan your **introduction**; it should. . .

- grab the judges’ attention
- take no more than 60 seconds
- **some options**: begin with a quotation, a reading, dramatics, jokes, surveys, audience participation set, games, audio-visual devices, demonstrations, performance, etc.

Plan your **conclusion**; a good conclusion should. . .

- remind the judges of your initial **FOCUS STATEMENT**
- leave your audience thinking
- take no more than 30 seconds

Plan your **transitions**; they should. . .

- move gracefully from one section of your material to the next
- keep the audience with you with no abrupt changes of subject
- be interesting: can you make them funny? touching? surprising?

Consider visual aids **BESIDES** your product; they should. . .

- keep the attention of the judges, not distract them from your presentation
- add to the depth and interest of your presentation
- complement your PRODUCT, which is the physical evidence of your project
- be arranged beforehand, so you can have all the equipment you need at the presentation

STEP 4: HOW CAN I BEST PRESENT MY SPEECH?

- **Stand up straight.** Be proud; you have a right to.
- **PRACTICE** your speech
- **MAKE EYE CONTACT:** Practice often enough that you rarely need to look at your cards. True communication happens with the eyes. A speech without eye contact is only half a speech!
- **Avoid:**
 - gripping or leaning on the podium
 - playing with your note cards
 - locking your knees, rocking back and forth, bouncing a knee, twitching, wiggling, giggling, playing with your hair
- **DON'T READ YOUR SPEECH**
 - Your job is to TALK to your judges, not read to them. Know your material so well that you can tell them about your Senior Project.
 - You should have ONLY the Introduction and the Conclusion written out word for word; the rest of your note cards should be NOTES ONLY, to remind you of the next point, a humorous event, etc. (You shouldn't need many cards.)
- Your **VOICE** needs to be. . .
 - loud enough to be heard by everyone
 - lively and varied: DON'T use a monotone
- **ENJOY YOURSELF:** the MOST valuable asset you have is your ENTHUSIASM
 - Your voice, your gestures, your facial expression should express your pride at what you've completed
 - **Judges are very forgiving of errors of enthusiasm;** they are **NOT** accepting of monotonous voices, bored faces and attitudes, lifeless presentations, simplistic products and projects

STEP 5: HOW CAN I PREPARE FOR THE JUDGES' QUESTIONS?

You can't anticipate all of the judges' questions, or even the areas they may focus on, but the following questions will allow you to prepare for the most common areas of questions.

- If you were a judge listening to your speech, what would you want to know?
- What would you LIKE people to ask?
- What unusual qualities does your project have that might spark interest?
- What part of your paper might make people curious?
- What controversial topics, if any, do you touch on?
- How did you finance it?
- How did you manage your time?

- Does it connect to any other interests in your life?

SAMPLE SPEECH OUTLINE

Following is an outline of one Senior Project Presentation. There are other organizational plans which would also work. **The key is to PLAN your Presentation with each of the following pieces included.**

INTRODUCTION: (*Write this out*)

A story, personal experience, quote . . . the point is to create a “hook” capable of catching the audience’s attention.

BODY:

Transition?

1st point: Why I chose my area
(use *specific details*)
Transition?

2nd point: How my paper and project relate to each other
(use *specific details*)
Transition?

3rd point: **What I learned to do**
(This is the HEART of your speech; TEACH the judges what you learned to do. Be DETAILED and SPECIFIC; SHOW THEM what you learned to do.)
Transition?

4th point: What I learned about myself
(use *specific details*)
Transition?

5th point: How my project has influenced my future plans or choices
(use *specific details*)
Transition?

OUTLINE THESE SECTIONS

CONCLUSION: (*Write this out*)

End with a connection to - an “echo” of - your introduction

THEN CONSIDER. . . .

Where will you show and explain your product?

Do you have more than ONE visual to incorporate?

AUDIO-VISUAL COMPONENT

When you present to the Judges, YOU are the expert and it is your job to be articulate, informative, and interesting.

- You might plan to use charts, posters, or graphs as visual aids.
- You can also use slides or a video which shows you in some phase of your project.
- If your project is musical, an audiotape or a performance might be appropriate.
- You will need to demonstrate your learning, so be sure you include some time for this demonstration.

REMEMBER THAT YOU CAN HAVE NO MORE THAN TWO (2) MINUTES OF “NOT TALKING” WHILE YOU PRESENT A VIDEO OR A DEMONSTRATION.

Examples of correct use of audio-visual elements:

- Playing a two-minute segment of a song you learned on the piano
- Showing a two-minute video of you teaching children a lesson
- Playing a two-minute audio of you talking through your first skydive

Examples of incorrect use of audio-visual elements:

- Video-taping your whole presentation and just showing it to the judges
- Playing five minutes of the horse show you competed in
- Showing three or four minutes of the children dancing a dance you choreographed

Your goal is to DEMONSTRATE YOUR LEARNING, so use your audio visual tools to help you do that. Some effective strategies:

- Use video to show your stages of learning: *“This is when I first learned how to get on a horse. . .”* and *“This shows me jumping the first barrier in the competition three weeks later.”*
- Demonstrate a new skill you learned: *“When cutting glass to fit into the window pane, first you have to score it with this little knife. You hold it at this angle. . .”*
- Show the steps in the process: *“This chart is my first attempt at blocking out the movements I wanted the actors to make on stage. . .”* and *“The video will show how my initial blocking changed by the time the play opened. You’ll notice that. . .”*

How do I get the equipment I need?

- All rooms are equipped with a board, an overhead projector, and a TV. Most rooms have a VCR or DVD or combination player.
- About the time we begin Dress Rehearsals, you’ll receive a letter on which you will indicate if you need:
 - A computer and a projector for presentation software, like Power Point
 - A computer and a network or internet connection
 - Access to the Culinary Arts kitchen to prepare food for the judges
 - The Little Theater for presentations requiring the stage
 - A large room for demonstrations of martial arts, etc.

- The music room (E3) for piano or other instrumental demonstrations
- Access to a parking lot or a field to take the judges outside
- **Computer/projector equipped rooms are widely requested: these spots will be assigned on a first-come, first served basis.** Once the spots available in these rooms are assigned, you'll be able to use a computer and projector only if you supply your own.
- Any other equipment – an easel, for example – you'll need to provide yourself.

How do I practice my Presentation with my audio-visual component?

- All Senior Project classes will schedule Dress Rehearsals so that ALL students can feel confident that they're ready to present to the judging panels.
- All classrooms where Senior Project classes meet will have a lap top and a projector set up when these "dress rehearsals" begin, so that students will be able to use the technology in their practice sessions.

What do I need to do to be ready?

- You will know your room assignment as soon as they're made. It will be **YOUR RESPONSIBILITY TO CHECK IN WITH THE TEACHER OF YOUR ASSIGNED CLASSROOM to be sure your technology is compatible with the technology in that room.**
- Teachers in rooms scheduled for SP Presentations will have a sheet with the names of students assigned to that room; it will be YOUR RESPONSIBILITY to sign that sheet to indicate that you are aware of what equipment the room has.
- **Students using PowerPoint will download their document to the classroom teacher's laptop so that there won't be time lost during Presentations changing computers.**
- Be sure your media is cued to exactly the right place and the volume is set appropriately.
- PRACTICE using your audio/visual component several times before you present so that you're comfortable with the equipment and can use it to enhance your Presentation.

SUGGESTION FOR POWER POINT USERS:

1. **Slides are NOT note cards:** Don't transfer your notes onto the Power Point slides. Use your note cards for YOU; use the Power Point to help your judges understand key points.
2. **Less is more:** Just because you can do something fancy doesn't mean you should. Avoid any effect that would detract from the content of your Presentation or from you.
3. **Use no font smaller than 36-point:** Anything else is hard to read from the audience.
4. **Write very little text on each slide:** Bulleted lists should be short (3-4 words at most) that summarize your main points. Don't read the slide to the judges; they'll be insulted that you think they can't read for themselves.
5. **Exercise good artistic judgment:** Use contrast (*dark-colored text on a light background or vice-versa; never dark on dark or light on light*). Keep your slides simple.
6. **Practice your presentation in the venue you plan to present in** (*in advance – the same day is too late!*): Place the laptop in a place where you can see it, but it won't be blocking

the audience's view. Be sure that you are not standing in front of the screen, that you can see the judges, and that you have easy access to the remote or the keyboard.

APPROPRIATE APPAREL FOR SENIOR PROJECT PRESENTATIONS

- This decision should be made with **YOUR** success in mind.
- You should dress for your Presentation as you would dress for a **job interview** where you want to make a **REALLY** good impression.
- Your goal is to present yourself as a **mature and responsible adult** who is ready to leave high school and to be successful in the **ADULT** world.
- What you choose should be **clean, intact** (no holes or rips), and **PROFESSIONAL**.
- **Good grooming is a MUST!**
 - Bathed or showered with clean and combed hair
 - Ladies - subtle make-up; Gentlemen - clean shaven

APPROPRIATE APPAREL

Ladies

- a dress or skirt and top
- pants and jacket or top

Gentlemen

- sports coat and tie
- nice cords/khakis: shirt & tie

NOT APPROPRIATE

- | | |
|--|--|
| <ul style="list-style-type: none"> • cleavage • midriff showing (<i>as with short tops</i>) • short short skirt (<i>shorter than mid-thigh</i>) • overalls, jeans, or shorts • sweatshirt, T-shirts | <ul style="list-style-type: none"> • sagging • jeans or shorts • sweatshirt, T-shirt • hat, cap, visor • untied shoestrings |
|--|--|

OTHER ISSUES

- Tongue piercings should be removed so your Presentation is understandable. Remember that all adults are not as appreciative of **PIERCINGS** and **TATTOOS** as your friends may be. **Be tasteful; this is not the time to flaunt.**
- Wear appropriate shoes. While it IS spring, flip flops and dirty sneakers are as inappropriate as stiletto heels and combat boots.
- A costume--or work clothing--is appropriate if it is an **INTEGRAL** part of your Presentation.

Examples of APPROPRIATE uses:

- wearing firefighter turn-outs for a firefighting Project; *the turn-outs are part of the demonstration of learning*
- wearing chef's clothing for a cooking Project; *the student will be handling and cooking food and needs to be dressed appropriately for health and safety concerns*
- wearing a clown's costume for a Project on becoming a clown; *the clothing and makeup are an integral part of the Project.*

Examples of INAPPROPRIATE uses:

- wearing shorts or a swimsuit for a Project on waterskiing; *the clothing is not an integral part of the Presentation.*
- wearing coveralls for a building or automotive Project; *while you may wear them while working on the Project, they are not part of the Project.*

| |
|---|
| <p>If you are unsure . . . ASK YOUR TEACHER.</p> |
|---|

SENIOR PROJECT PORTFOLIO

1. **You want to be sure the judges' first impression of YOU is a good one.**
2. **Before you give your Presentation, you will prepare a portfolio for the judges.**
 - The portfolio will contain the items listed below and will be reviewed by the judges before hearing you speak.
 - Reading and scoring your portfolio allows the judges to be prepared for your speech. They will know something about your research paper and product and can ask related questions during the question/answer period.

Using this black binder, insert the following documents in this order:*

- _____ 1. Letter to the Judges
- _____ 2. Senior Project Proposal (*final draft as approved by the Advisory Committee*)
- _____ 3. Mentor Contract (and Instructional Notification if used)
- _____ 4. Research Paper with grading sheet
- _____ 5. Logs of Hours
- _____ 6. Mentor Evaluation/Verification
- _____ 5. Copy of your thank you letter to your mentor
- _____ 6. Other (see below)

*** You may want to consider using plastic sleeves to give your portfolio a more professional appearance. New binders may be purchased from the ASB office.**

In the pocket on the LEFT FRONT COVER, put the following:

- _____ Five copies of the Portfolio Rubric (blue), with your name filled in
- _____ Five copies of the Presentation Rubric (pink), with your name filled in

(blank copies of both forms are available from your teacher)

The section for “Other” materials in your portfolio allows you to include items specific to your project that you feel you’d like the judges to see. These are some examples:

- Your personal response journal
- Senior Project Performance Evaluation sheet, for those Projects performed in public
- If your Project was to cook a dinner, you might want to include a copy of the menu.
- If your Project was to create a book of your poetry, the book should be included.

Other possibilities are drawings, charts, graphs, interview evaluations, letters, portraits, photos. Check with your teacher if you are unsure about what to include.

SENIOR PROJECT FORMS

THESE FORMS ARE ALSO AVAILABLE ONLINE.

| FORM | PURPOSE-REQUIREMENT | DATE DUE |
|--|--|---|
| Proposal Cover Sheet | Facilitates communication between the student and Advisory Committee who approve the SP Proposals | Sept. 19/Jan. 30: stapled to the front of <u>proposal</u> , <u>mentor contract</u> and <u>parent contract/waiver</u> (and <u>Instruc. Course Notification</u> if student is taking a class) |
| Mentor Letter | Informative; to be kept by the mentor | Given when having the mentor sign the contact |
| Mentor Contract | <u>Signed by parent, student, and mentor</u> to clarify the responsibilities of the student and mentor | Sept. 19/Jan. 30 with proposal |
| Parent Contract & Waiver (<i>back to back</i>) | <u>Parents must sign BOTH sides</u> to indicate acceptance of the student's choice of Senior Project | Sept. 19/Jan. 30 with proposal |
| Instructional Course Notification | <u>Signed by instructor</u> (both LTCC and other courses paid for by student) indicating instructor agrees to function as mentor as well as instructor | Sept. 19/Jan. 30 with proposal |
| Interview Preparation | To prepare student to interview a primary source for the research paper | As needed |
| Interview Evaluation | To be filled in by the person the student interviews; returned to teacher by the person interviewed | As needed |
| Audience Verification | Used if student's Project involves a <u>public performance</u> ; signed by 10 audience members who have seen the performance; included in the Portfolio | As needed |
| Mentor Progress Report | Used by teacher to check if student is meeting with the mentor and is progressing appropriately with his/her Senior Project hours. | Nov. 21/April 6 |
| Request for Hearing | Used by student to request a hearing with the Advisory Committee for waiver of SP deadline or requirement; <u>student must appear in person before the Committee</u> | As needed |

| | | |
|---|--|------------------------|
| Log of Hours | To be filled in <u>by student and mentor for all hours done</u> on the Project; MUST be submitted as verification of hours | Dec. 12/ May 15 |
| Mentor Project Verification & Evaluation <i>(back to back)</i> | Both sides filled in and signed by the mentor. Verifies completion of Project hours and evaluates student's work | Dec. 12/ May 15 |
| Student Self-Evaluation Project Rubric and Evaluation <i>(back to back)</i> | Both sides filled in by the student. Student evaluates his/her work on Senior Project and justifies those scores. | Dec. 12/ May 15 |



SENIOR PROJECT PROPOSAL COVER SHEET

STUDENT'S NAME _____
(printed)

TEACHER _____ PERIOD _____
(printed)

PLAGIARISM is the act or instance of taking and using the thoughts, writings, inventions, etc. of another person and passing them off as one's own. I hereby acknowledge that any form of plagiarism will result in my immediate disqualification from Senior Project. This statement applies to all work in Senior Project, including the research paper, logs and verification from the mentor, and parent signatures.

Student

Date

APPROVED: _____ **DATE:** _____

RETURNED FOR REVISION: _____ **DATE:** _____

(Please attach the revised Proposal to the back of this packet when returning for a re-read.)

COMMENTS:

RETURNED FOR REVISION: _____ **DATE:** _____

(Please attach the revised Proposal to the back of this packet when returning for a re-read.)

COMMENTS:

RETURNED FOR REVISION: _____ **DATE:** _____

(Please attach the revised Proposal to the back of this packet when returning for a re-read.)

COMMENTS:



LETTER TO MENTOR

PLEASE LEAVE WITH MENTOR WHEN SIGNING CONTRACT.

Dear Senior Project Mentor:

Senior Project is a program designed to help seniors learn to solve problems, to plan a project from beginning to end, and to set reasonable goals. All STHS seniors must complete the four-phase project in order to pass. These phases are a research paper, a physical project which produces a product, a portfolio of the student's work, and a presentation to a panel of teachers and community members. **Mentors are a critical part of the *physical project phase*.**

The responsibilities of a student's mentor are:

- to **design**, with the student, the details of the project the student intends to do
- to **verify** the hours the student spends on the project by signing a *Log of Hours*
- to **verify** student's progress midway through the project
- to **advise** and oversee the **product** the student produces
- to **encourage** the student, helping the student to solve his/her *own* problems.
- to **evaluate** the student's work on the project

We look at the role of mentor as similar to that of a coach. You are **not** required to help write the research paper, solve the student's problems, or attend the student's panel presentation at the end of the semester.

Please work with your student to complete the contract as soon as possible. Students must have their mentor contracts completed before they can submit their Senior Project Proposals for approval. Please keep this letter for your future reference.

Some people who have served as mentors have expressed an interest in sitting on the Presentation panels as judges. While you may not serve as a judge for the student you have mentored, certainly your experience as a mentor would be beneficial for whatever panel you are assigned. If you are willing and able to serve in the spring please contact me at 541-4111 at your earliest convenience.

If you have any questions, please do not hesitate to call me at the contacts below. Thank you for your support of the South Tahoe High School academic program.

Janna Gard, Senior Project Coordinator
1735 Lake Tahoe Blvd.
South Lake Tahoe CA 96120

message: 530-541-4111x501

fax: 530- 541-4157

email: seniorproject@ltusd.org

SENIOR PROJECT MENTOR CONTRACT

Student's name: _____ Phone: _____

Mentor's Name: _____

Mentor's address: _____
(MANDATORY: cannot be accepted without this information)

Mentor's phone(s): _____
(MANDATORY: cannot be accepted without this information)

Times available for phone contact: _____

Mentor's email address: _____

~~~~~  
**Description of the Project:**

**How will this be an ACTIVE project? What PRODUCT will be produced?**

**Mentor's Qualifications:**

**Mentor's responsibilities:**

**Student's responsibilities:**

**TIMELINE:**

**Start Date** \_\_\_\_\_ **Completion Date:** \_\_\_\_\_

**How often will you meet?** \_\_\_\_\_

(Reminder: Project, Product and Mentor Evaluation must be completed by **DEC. 12/ MAY 22.**)

**We understand that all Project hours and Verification/Evaluation must be completed and signed-off by the mentor NO LATER THAN DEC. 12, 2008 or MAY 22 2009.**

student \_\_\_\_\_ mentor \_\_\_\_\_

**I verify that this project represents a challenge for my son/daughter/ward and is not something s/he presently knows how to do.**

parent \_\_\_\_\_



## **PARENT CONTRACT AND WAIVER**

As the parent/guardian of a senior at South Tahoe High School, I am aware that Senior Project is a graduation requirement.

- I understand that attendance in English is a major component of successful Senior Projects. I know that, should my student miss a deadline, excessive absences will cause his/her appeal for an extension to be denied.
- I acknowledge that falsifying or plagiarizing any Senior Project documents will cause my student to fail Senior Project and thus not graduate.
- I understand that my student must pass all four aspects of Senior Project (paper, project, portfolio, and presentation) in order to graduate.

| <b>WHAT'S DUE</b>                               | <b>REQUIREMENTS</b>                                                                                                                                                                                                                                                                                 | <b>DUE DATE</b>                          |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Research Paper                                  | <ul style="list-style-type: none"> <li>• Word processed</li> <li>• 2000-3500 words</li> <li>• Minimum of 5 sources</li> <li>• Rough draft and an acceptable response from turnitin.com <u>required</u> before final is accepted</li> <li>• Follows requirements in Senior Project manual</li> </ul> | <b>on or before<br/>Nov. 14/March 27</b> |
| Research Paper Rewrite<br><i>(if necessary)</i> | <ul style="list-style-type: none"> <li>• As above</li> <li>• Weekly checks with teacher on progress</li> <li>• MUST be passed no later than this date</li> </ul>                                                                                                                                    | <b>on or before<br/>Dec. 19/May 22</b>   |
| Project and Product                             | <ul style="list-style-type: none"> <li>• Have completed at least 15 hours with mentor</li> <li>• Submit accurate and authentic logs, mentor evaluation and verification, self-evaluation and justification, and Product to teacher</li> </ul>                                                       | <b>on or before<br/>Dec. 12/May 15</b>   |
| Portfolio                                       | <ul style="list-style-type: none"> <li>• All final drafts of all documents in Portfolio</li> <li>• Judging sheets signed and in Portfolio</li> </ul>                                                                                                                                                | <b>on or before<br/>Jan. 11/May 27</b>   |
| Presentations                                   | <ul style="list-style-type: none"> <li>• Acceptable Dress Rehearsal</li> <li>• 8-12 minute oral &amp; 3-5 minutes of questions</li> <li>• Videos and performances limited to 2 minutes</li> </ul>                                                                                                   | <b>Wednesday, June 3</b>                 |

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
date

\_\_\_\_\_  
Student

\_\_\_\_\_  
date

**LAKE TAHOE UNIFIED SCHOOL DISTRICT  
SENIOR PROJECT CONSENT FORM/WAIVER**

**As the parent/guardian of a student at South Tahoe High School, I am aware that my son/daughter/ward must complete and pass all four phases of the Senior Project to pass English.**

The Senior Project selection decision is made by myself and my child/ward independently of the staff and administration of the high school. This project selection and approval is parent- and student-centered. I also understand that the activity selected by my child/ward may involve certain risk and the possibility of injury. **I understand that any activity involving risk, such as sky diving or skiing, etc., must be taught and/or be under the supervision of a licensed, bonded, accredited instructor or entity.**

I, on behalf of myself and my child/ward, do hereby release the Lake Tahoe Unified School District and its employees from any liability for any injuries or damages sustained by my child/ward while involved in the activity described below.

The specific activity which my child/ward has selected for the *physical* aspect of his/her Senior Project is briefly described as follows:

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If the activity involves any risk of injury, please provide the **name of the instructor or entity** which will be instructing or supervising your child/ward, and provide **reasons** why you believe that the Lake Tahoe Unified School District should allow your child/ward to participate in this activity despite the potential risks involved.

Name of Instructor/Entity:

---

Address: \_\_\_\_\_ Telephone : \_\_\_\_\_

Despite the potential risks and dangers involved in this activity, I believe my child/ward should be allowed to participate in this activity for the *physical* aspect of his/her Senior Project because:

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---

Date: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

Date: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

## ***INSTRUCTIONAL COURSE NOTIFICATION***

---

If part of your Senior Project involves any type of formal instruction, you are required to complete the following form. Formal instruction includes lessons, classes, private instruction or training.

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

Project Description: \_\_\_\_\_

Training/Instructional Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, and Zip: \_\_\_\_\_

Contact Person at Institution: \_\_\_\_\_

Title or Position of person: \_\_\_\_\_

Course Pre-requisites or Requirements: \_\_\_\_\_

---

Course Description: (You may attach a brochure or flyer):



## ***INTERVIEW PREPARATION***

---

Person to be interviewed: \_\_\_\_\_

Reason for interview (qualification?): \_\_\_\_\_

Place of interview (specific address): \_\_\_\_\_

Date and time of interview: \_\_\_\_\_ Estimated length of interview: \_\_\_\_\_

1. Briefly state nature and purpose of interview:
2. List objectives you hope to accomplish in the interview:
3. List what you have done to prepare for the interview:
4. List the questions you intend to ask during the interview. **BE THOROUGH:** Write at least 10 questions.
  - (1)
  - (2)
  - (3)
  - (4)
  - (5)
  - (6)
  - (7)
  - (8)
  - (9)
  - (10)

**THANK THE PERSON YOU INTERVIEWED FOR HIS/HER TIME.**

Give him/her the evaluation form and a stamped envelope addressed  
to your teacher at the high school .







## **AUDIENCE VERIFICATION**

---

**(To be used by students whose projects will be viewed by an outside audience.)**

Date of Presentation: \_\_\_\_\_ Presenter (student): \_\_\_\_\_

Teacher/adult in charge of audience: \_\_\_\_\_

Type of Presentation: \_\_\_\_\_

Location of Presentation: \_\_\_\_\_ Time: \_\_\_\_\_

### **PRESENTATION EVALUATION**

Rate presentation from a low of 1 to a high of 5, or N/A for questions which don't apply:

1. Was the presenter prepared (all equipment provided, cued up, ready)? 1. . . . . 5
2. Did presenter appear to have a good working knowledge of his/her subject material? 1. . . . . 5
3. Did the presentation offer interesting or educational information? 1. . . . . 5
4. Did the presenter offer quality answers to questions posed to him/her after the presentation? 1. . . . . 5
5. Do you feel the presenter put in at least 15 hours of preparatory work for the performance or presentation? 1. . . . . 5

**General Comments** (areas not covered in preceding questions)



## ***MENTOR PROGRESS REPORT***

---

Dear Mentors;

At this point in the project, we would appreciate it if you would conference with the student and then complete the following form. This check is an important part of the Senior Project process, and this form may be part of the student's portfolio.

Thank you for giving your time and support to our students.

Senior Project Teachers

STUDENTS: Please fill in the information in this box before conferencing with your mentor.

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Mentor: \_\_\_\_\_

Description of Project:

**Mentors: Please respond to the questions below.**

1. Has the student been communicating with you on a regular basis?
  
2. Describe the student's progress to this point.
  
3. What stumbling blocks and successes has the student encountered so far?

Mentor signature: \_\_\_\_\_

Student signature: \_\_\_\_\_



## **REQUEST FOR ADVISORY COMMITTEE HEARING**

---

Name \_\_\_\_\_

Teacher \_\_\_\_\_ Period \_\_\_\_\_

I hereby request a hearing with the Senior Project Advisory Committee to apply for a waiver of the Senior Project requirements as indicated below.

**I acknowledge that being granted a hearing does not guarantee that the Committee will grant my request for waiver.**

I am requesting a waiver of: *(check where applicable)*

\_\_\_\_\_ Final Paper Due Date and/or Requirements

\_\_\_\_\_ Rewrite Deadline and/or Requirements

\_\_\_\_\_ Project Verification Deadline and/or Requirements

\_\_\_\_\_ Presentation Due Date and/or Requirements

\_\_\_\_\_ Other: \_\_\_\_\_  
please specify

Student's Signature \_\_\_\_\_ date \_\_\_\_\_

Parent's Signature \_\_\_\_\_ date \_\_\_\_\_

- This form must be signed by **both** the **student** and the **parent/guardian** before the Committee will consider the request.
- If a hearing is granted, the student is required to be present and on time to be interviewed by the committee.
- The committee will be have access to all records of the student's Senior Project work and his/her attendance.
- **Granting of a hearing does not constitute granting of a waiver. If the waiver is not granted, the student's failure of Senior Project will stand as is.**



**MENTORS:** We depend on your integrity in signing only for work that was actually done as described. If you have a question or concern, please contact Mrs. Gard at 541-4111 x 501 or at [seniorproject@ltusd.org](mailto:seniorproject@ltusd.org).

## LOG OF HOURS

Student \_\_\_\_\_

Mentor \_\_\_\_\_

Project \_\_\_\_\_

| <b>Date, Time &amp; Location</b><br><br><b>Time spent</b>     | <b>Description of Activity</b><br>written by student<br>Include <b>specific details</b> about the work you did and please <u>draw a line</u> under each session. | <b>Mentor Signature</b><br>signed each session<br>(Verifies time spent or work done by student.) | <b>Mentor Present</b><br>(yes or no) |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------|
| <i>EX: 3/25 7-8:30 pm :Mentor's house</i><br><b>1.5 hours</b> | <i>Fran showed me how to go online to some sites including the national census and the US military sites. Found my great-great grandfather's records.</i>        | F. Mertins                                                                                       | Yes                                  |
| 3/26 9 to 10 am<br>My house<br><b>1 hour</b>                  | <i>Worked at home looking for census records; found my mom's dad and mom in the census figures; g'ma had 9 brothers!</i>                                         | F. Mertins                                                                                       | No                                   |
|                                                               |                                                                                                                                                                  |                                                                                                  |                                      |
| <b>TOTAL HOURS:</b>                                           |                                                                                                                                                                  |                                                                                                  |                                      |

| <b>Date, Time<br/>&amp; Location</b><br><br><b>Time spent</b> | <b>Description of Activity</b><br><u>written by student</u><br>Include <b>specific details</b> about the work you did<br>and <u>please draw a line</u> under each session. | <b>Mentor Signature</b><br><u>signed each session</u><br>(Verifies time spent or work<br>done by student.) | <b>Mentor Present</b><br>(yes or no) |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------|
|                                                               |                                                                                                                                                                            |                                                                                                            |                                      |
| TOTAL<br>HOURS:                                               |                                                                                                                                                                            |                                                                                                            |                                      |

## **MENTOR VERIFICATION AND EVALUATION**

**Please answer the following questions as fully as possible.** This form **MUST** be completed for the student to pass this portion of Senior Project

- You may MAIL this form to Senior Project Coordinator, 1735 Lake Tahoe Blvd, South Lake Tahoe CA 96150
- You may FAX this form to Senior Project Coordinator at 530-541-4157
- You may return this form with the student

**Student's Name:** \_\_\_\_\_

1. Can you verify that this student spent at least 15 hours creating this project? **Yes** \_\_\_\_ **No** \_\_\_\_  
Comments:

2. Have you seen this project at different stages of completion? **Yes** \_\_\_\_ **No** \_\_\_\_  
Comments:

3. Did the student fulfill the contract s/he made with you? **Yes** \_\_\_\_ **No** \_\_\_\_  
Comments:

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

5. What successes have you seen this student achieve?

**Please fill out the EVALUATION on the back of this form.**

**Mentor's Name (printed)** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## **STUDENT SELF-EVALUATION AND JUSTIFICATION**

### **DIRECTIONS FOR SELF EVALUATION**

1. Read through the description of a category, underlining or circling the descriptions that most clearly describe how you worked on your Senior Project.
2. **Please be honest**; an honest evaluation is more to your advantage than trying to fool the teacher.
3. Put the appropriate score for yourself in the box. You may give split scores, like a 2.5 or 1.7.
4. Total the scores at the bottom then PRINT your name.
5. You **MUST** complete the back of this form justifying the scores you gave yourself.

|                                    | <b>EXCELLENT (3)</b>                                                                                                                                                                       | <b>AVERAGE (2)</b>                                                                                                                                                                                            | <b>BELOW AVERAGE (1)</b>                                                                                                                                                                             |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>CHALLENGE</u></b>            | Project clearly challenged me; I experienced some emotional, intellectual, or physical risk; I had to stretch to learn a difficult skill or expand on previous knowledge.                  | I experienced some challenge or risk; I had to stretch somewhat to learn a new skill or expand on previous knowledge.                                                                                         | I experienced little challenge or risk; I felt little stretch; the Project was easy for me; I should have chosen something more challenging.                                                         |
| <b><u>INTEGRITY</u></b>            | I demonstrated a high degree of integrity, honesty, and responsibility; I appreciated the contributions of others; I rarely violated my own standards.                                     | I demonstrated some awareness of ethical standards; I may have been inconsistent in the application of these standards.                                                                                       | I demonstrated little awareness of ethical standards; OR I showed little personal application of ethical standards.                                                                                  |
| <b><u>USE OF TIME</u></b>          | I far exceeded the minimum time required; I demonstrated efficient and thoughtful use of time; I was self-directed; I managed Senior Project requirements within other demands on my time. | I went somewhat beyond the minimum time required; I showed some time management skills; I needed teacher or mentor prompting to get my work done; I allowed procrastination to interfere with Senior Project. | I barely met the minimum time required; I lacked time management skills; I needed constant teacher or mentor prompting; I allowed procrastination to create serious problems with my Senior Project. |
| <b><u>PRODUCT</u></b>              | I produced a specific and appropriate product of high quality; my product effectively represents my Project hours.                                                                         | I produced a product of acceptable quality; my product is related to my Project hours.                                                                                                                        | My product bears only a vague relationship to my Project hours; my product quality is poor.                                                                                                          |
| <b><u>PROBLEM-SOLVING</u></b>      | I used sophisticated analysis and appropriate problem-solving skills; I was persistent and flexible and open to new ideas.                                                                 | I used some analysis and basic problem-solving skills; I may have given up too easily, resisted new ideas, or looked for easy solutions.                                                                      | I showed little analysis and few problem-solving skills; I asked too few questions, refused new ideas, gave up too easily, or expected others to solve my problems.                                  |
| <b><u>EVIDENCE OF LEARNING</u></b> | I demonstrated depth and complexity of learning; I can apply this knowledge and build on it.                                                                                               | I demonstrated some learning; I can apply this knowledge in a general way.                                                                                                                                    | I demonstrated little new knowledge; I have little understanding of what I did.                                                                                                                      |
| <b>TOTAL POINTS:</b>               | <b>PRINT YOUR NAME:</b>                                                                                                                                                                    |                                                                                                                                                                                                               |                                                                                                                                                                                                      |

## ***JUSTIFICATION OF SCORES***

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For each of the categories listed, indicate the score you gave yourself, then **justify** that score with **specific examples** of what you did – or didn't do – that would make that score appropriate for your work. Remember that one goal of Senior Project is increased self-knowledge: the explanation of the score you gave yourself is AS important as the score itself.

| <b>CATEGORY</b>             | <b>SCORE</b> | <b>JUSTIFICATION</b> |
|-----------------------------|--------------|----------------------|
| <b>Challenge</b>            |              |                      |
| <b>Integrity</b>            |              |                      |
| <b>Use of Time</b>          |              |                      |
| <b>Product</b>              |              |                      |
| <b>Problem Solving</b>      |              |                      |
| <b>Evidence of Learning</b> |              |                      |