

Snake River High School
SENIOR PROJECT
HANDBOOK
2019-2020



2019-2020 Senior Project Due Dates

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| May 14: | Proposals due for anyone doing a summer project (recommended) |
| September 9: | Senior Project Proposal and Approval deadline |
| September 16 | Poster of commitment due |
| Sept-Nov | Periodic journal checks by advisory teacher. Senior Project class begins second trimester. However, students need to work on their own during trimester one. Advisory teachers will be checking their progress. Students will then complete their binder and research paper second trimester during the senior project class. |
| January: | Research Paper due (assignments and dates will be determined by the senior project class teacher) |
| TBD | The following is a list of items that will go in the binder. The senior project teacher will determine due dates throughout trimester 2: <ul style="list-style-type: none">• Final Mentor Verification• Journal entries including hours logged• Copies of letters sent to judges• Senior Project Self-Evaluation Form |
| March 12: | Open House- Students will complete a tri-fold and set up in the gym for the community to come and see their projects. |
| March 13: | Project Presentations- Students will do an 8-15 minute presentation to teachers and guest judges. |

PROJECT IS NOW COMPLETE!

The Three Main Components of the Senior Project

The Actual Project:

The Senior Project is an opportunity for students to learn about, research, apply, and present something **that interests the student**. It should be something that requires growth. It can be something new that the student has never done before or advancing a skill that the student has done in the past, but wants to take to a higher level. **It cannot be something that is already required for a class in school**. The project must not start until the completion of junior year and should not be in conjunction with other projects (such as an Eagle project). Projects must be finished by the end of February. Therefore, proposals for an outdoor project that needs to be done in the spring of 2019 will not be accepted. In addition, the student will need to do some kind of service for the community that is somehow related to the project. The project itself must be a minimum of **25 hours** and the service portion should be an additional **10 hours** for a combined **35 hours**. The student will need to work with an adult mentor who has experience and expertise in the area that the student has selected. The student will need to keep in contact with the mentor throughout the entire process of the project and service phase. The mentor could be a family friend, family member, teacher (who is not the student's advisory teacher), or any other adult who can help the student be successful.

The following are some examples of what a Senior Project could be:

- **A physical product:** painting, scientific model, fashion outfit, computer program, rebuilt engine, cabinet
- **A written product:** short story, book of poetry, novelette, newspaper articles
- **A performance:** dance or singing recital, theatrical production, video creation, produce a fashion show
- **A teaching or leadership experience:** teach junior high health classes about teen alcoholism, coach a little league team
- **A physical experience:** learn to scuba dive, run a marathon, start a fitness program
- **A career- related project:** investigate a career by working in the field with someone whose currently employed in the area and produce a document related to that field (brochure, guide, pamphlet)
- **A technology project:** develop a home page on the world wide web, create a video game, build a robot, draw blue prints

The Paper:

- A research paper that is 6-10 pages in length and has 6-10 sources for the research. Works cited and works consulted pages need to be included. This will be completed in Senior Project Class.

The Project Portfolio and Presentation:

- A **Project Portfolio** will be a compilation of all paperwork and journal entries completed along the way:
- A community **open house** will be held. You will display your project/presentation/portfolio and answer any questions. This is a Thursday night and you will be required to be there.

- A formal 8-15 minute presentation will be given to a board of judges known as the **Senior Project Boards**.
- This is a **pass/fail** project. In order to pass, the student will need to receive a “yes” on every question that is listed in the Project Portfolio Rubric, Open House Rubric, and Senior Project Final Grading Rubric.

Senior Project Proposal

The senior project proposal will be turned into a committee consisting of your advisors and other teachers. You will need to type the proposal, answering the following questions:

- What will you be doing for your project?
- What will you gain/learn through doing this as your project?
- What will you do for your community service? Can you tie it into your project? If not, how will it be beneficial to you and your community?
- Who is your mentor and why are they qualified to help with this project?

This proposal needs to be well-written and should be 2-3 well-developed paragraphs. Explain in detail each point.

Do not propose to do an outdoor project in the spring of 2020. It will not be accepted. Plan to those project in the summer or fall.

Poster of Commitment

Once your project has been approved, you must design a poster that represents commitment to your project. The posters will be displayed (with your senior picture) until you complete your project.

Requirements of poster:

- Overall size is 8 ½ x 11
- Your name on it
- Briefly describe what your project is
- Briefly describe what you will do for community service
- Describe topics you will be researching for your paper
- Include your picture (should be professional looking)
- Include the title: "Senior Project Commitment"
- It must be printed in color

The Physical Project Portfolio (Senior Project Binder)

All students will be expected to organize and prepare a professional looking portfolio of their senior project. A required part of the portfolio will be a journal that records **EACH time they work on the project**. Their journal should begin with the date and end with the actual time (hours, minutes) spent on the project for that occasion. As well as describing what he/she did, the student should include journal entries that describe successes, failures, frustrations and victories. In other words, the journal should record not just time and work done, but also feelings, emotions, reactions, and the learning that took place. Journal entries can cover as little as a short phone call to arrange an interview, or as much as a day spent working on the project. The journal is critical when the advisor evaluates the portfolio. The journal entries can initially be handwritten, but the final one will need to be typed. Make sure it is accessible as you work on your project.

The Project Portfolio should include the following organized in this order:

- Poster of Commitment
- Senior Project Proposal and Approval form
- Final Mentor Verification
- Journal entries including hours logged
- Copies of letters sent to judges
- Senior Project Self-Evaluation Form
- **Graded** copy of research paper

This will be turned into your senior advisor in a three-ring binder. Make sure your hours add up to at least 35 hours and show the 10 service hours. The hours may, and often do, exceed the 35 hours.

Letter to Judges

You will need to select and invite two out of the three judges that will sit on your Senior Project Board. The third judge will be a faculty member from Snake River High School. A letter to these individuals needs to be composed and sent to them inviting them to your Senior Project Boards. Judges may be former teachers (not in the high school), religious leaders, neighbors, or community members. Judges need to be twenty-three years old or older. They may not be family members. The judges will be present at the senior project boards. One of the purposes for writing this letter 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.

Your letter should be block format. It should include the following:

Describe what a senior project is

Explain what you did for your senior project

Explain what the presentation is

Explain the need to have judges

Give an invitation to be one of your judges along with the date and time of your project board

Senior Project Final Mentor Verification

Student Name:

Project Description:

As a mentor, we are asking you to verify this student's efforts on his/her Senior Project. Since most of the time spent on the project phase has been out-of-school, verification of the student's effort is necessary. Please answer the following questions to help us evaluate your student's project. This form refers only to the physical project.

1. Can you verify that he/she has completed the project? If you cannot, please DO NOT sign this form until you are assured the project is completed. Yes No

2. How many hours do you feel this student has spent? _____

3. Have you seen this project at different stages of completion, not just the final phase? Yes No

4. Your student should have been keeping contact with you both with respect to the project. Comment on how they did in this aspect.

5. Please evaluate how this student has seemingly extended his/her learning beyond previous experience and knowledge by way of doing this project.

Mentor's Signature: _____ **Date:** _____

Senior Project Self-Evaluation

(Must be typed)

Student name:

Date:

Senior Advisory Teacher:

Research topic:

1. Describe your physical project IN DETAIL:
2. Describe what you did for your community service and how it relates to your project.
3. How many total hours did you spend on your physical project?
4. What date did you start?
5. What date did you finish?
6. What are three things you learned from working on the physical project?
7. What are three things you learned from your research paper?

Open House Requirements

Purpose: The purpose of the open house is to give the students the opportunity to PRACTICE for the senior project boards. It also gives the community the opportunity to come in and see the wonderful work of our students have done.

Before the open house:

- You are responsible for providing your own electronic equipment (TV, VCR, DVD etc.)
- Let your senior advisor know if you need an access to a power outlet

Must have at the open house:

- A tri-fold display board
- Senior Project Portfolio
- Dress professionally you are representing the school (men-Shirt and tie, women-Dress, skirt with nice blouse, or dressy slacks with nice blouse.
- You must remain at your project during the entire open house
- Tables and chairs will be provided

After the open house:

You may not leave until you have done the following:

- Clean up around your area
- Fold up and return the tables and chairs that you used

Tri-fold Requirements

- Title-including your name, Senior Project title, and a title of your project
- Typed paragraph explaining your project
- Pictures
- Other graphics, charts etc. (if you have any)
- Must be neatly done

Senior Project Presentation Requirements

For the presentation portion of the project you will be giving an 8-15 minute presentation to a panel of judges.

Length: No less than 8 and no more than 15 minutes.

Required attire: Business dress, you should treat this like your interviewing for the most important job you could ever want.

Points to cover:

- Thank your judges for being present.
- What was your physical project?
- What did you do for service?
- What research did you do for your research paper?
- How did you grow and what did you learn through the entire process?
- How were your research paper and physical project linked?
- What obstacles did you encounter? How did you overcome them?
- Did your project work?
- What might you change if you did it again?
- What went well?
- Memorable moments?

You must speak for 70% of your presentation. In other words, you can't just show a video of your project the whole time. This is an assignment of your speaking abilities.

Be prepared to answer questions!

What to Bring:

- The physical project if possible
- Photographs of you actually doing your project and/or video of you completing your project (especially if you don't have a physical project to show)
- Tri-fold display board.
- A Power Point may be used but is not required
- Anything else that you feel will help present your project

Optional: A slide show presentation is optional. However, students who have done one in the past usually feel more prepared and do a better job.

Post speech: Thank the judges, shake hands, collect your presentation material, and exit the room.

| | | |
|---|-----|----|
| Name of Student: | | |
| Name: | | |
| SENIOR PROJECT FINAL GRADING RUBRIC | | |
| The senior project is finished | Yes | No |
| The project journal fulfilled all of the requirements. | Yes | No |
| The student fulfilled all the open house requirements. | Yes | No |
| The student passed the senior project board presentation with a total score of 133 or higher from all four judges combined or 100 or higher if there were three judges. Total score: _____ | Yes | No |

| | | |
|---|-----|----|
| PROJECT PORTFOLIO RUBRIC | | |
| The Poster of Commitment is present, meets all the requirements, and looks professional. | Yes | No |
| The Senior Project Proposal and Approval form is present | Yes | No |
| The Final Mentor Verification is completed and present. | Yes | No |
| Journal entries are included and it documents a minimum of 25 hours for the project and 10 hours of service equaling a total of 35 hours . | Yes | No |
| Copies of the letters sent to the judges are present. | Yes | No |
| The Senior Project Self-evaluation is filled out and present. | Yes | No |
| A community service project was completed that relates to the senior project. | Yes | No |
| The research paper received a passing grade. | Yes | No |
| The Project Journal is organized and presented in an acceptable level of professionalism. | Yes | No |

| | | |
|---|-----|----|
| OPEN HOUSE RUBRIC | | |
| The tri-fold display board represents the project and is done neatly. Enough information is presented on it. | Yes | No |
| The student is dressed professionally . | Yes | No |
| The student is present and at their project. | Yes | No |
| The project is on display if possible. If not, then photos and other visual aides are present to show what the project is. | Yes | No |

Three or four individuals will serve on the Senior Project Board, one or two of whom will be a faculty member from Snake River High School. They will individually use the rubric below. The three or four judges' scores will be added together and transferred to the Senior Project Final Grading Rubric.

| | | | | | |
|---|-----------------------------------|------|---------|----------|-------------|
| Name of Student: | SUPERIOR- exceeds expectations | Good | Capable | Emerging | Not present |
| Name of Senior Advisor: | | | | | |
| PROJECT BOARDS RUBRIC | | | | | |
| CONTENT/ORGANIZATION | | | | | |
| Introduction —clear purpose, interesting attention getting advice | 4 | 3 | 2 | 1 | 0 |
| Body of speech —Described with accurate and appropriate detail what their project was and what they did for service. Information goes beyond general knowledge | 4 | 3 | 2 | 1 | 0 |
| Learning stretch —Clearly explained what they learned and how they grew doing this project- gave examples of obstacles they encountered and how they overcame them. | 4 | 3 | 2 | 1 | 0 |
| Conclusion —summarizes, makes memorable impression | 4 | 3 | 2 | 1 | 0 |
| Balanced content —not too much on research paper or too much on project— shows a relationship between the paper and the project | 4 | 3 | 2 | 1 | 0 |
| Language usage —standard grammar, accurate pronunciation, word choice, transitions, etc. | 4 | 3 | 2 | 1 | 0 |
| Visual/ audio aids —interesting, appropriate, neat, creative demonstration if appropriate | 4 | 3 | 2 | 1 | 0 |
| DELIVERY | | | | | |
| Eye contact --does not just read off cards or Power Point. Looks at judges . | 4 | 3 | 2 | 1 | 0 |
| Nonverbal —poise, posture, mannerism, gestures . The presentation fit within the time parameters of 8-15 minutes. | 4 | 3 | 2 | 1 | 0 |
| Verbal —volume, articulation, rate, pitch, tone | 4 | 3 | 2 | 1 | 0 |
| Appearance dress --business attire is expected | 4 | 3 | 2 | 1 | 0 |
| Enthusiasm/Sincerity | 4 | 3 | 2 | 1 | 0 |
| ANSWERING QUESTIONS | | | | | |
| Impromptu skills —confidence and influence in answering questions—quality of responses—information and knowledge represents depth of information, questions re- phrase in answers demonstrate interest, enthusiasm and poise | 4 | 3 | 2 | 1 | 0 |
| Comments: | Total Points: | | | | |