

# **Palos Verdes High School**

## **Senior Project Manual**



**2011-2012**

600 Cloyden Road • Palos Verdes Estates, CA 90274  
310-378-8471 • [www.pvhigh.com](http://www.pvhigh.com)

**Table of Contents**  
**Palos Verdes High School: Senior Project Manual**

<b>I. General Information</b>	<b>1</b>
Senior Letter	2
Parent or Guardian Letter	3
Senior Project Timeline	4
Honors Board Criteria Application and Checklist	5
<b>II. Physical Project</b>	<b>6</b>
Physical Project Requirements	7
Fieldwork Log	8
<b>III. Research Paper</b>	<b>9</b>
Research Paper Requirements	10
Sample Research Topics and Physical Projects	11
<b>IV. Portfolio</b>	<b>12</b>
Portfolio Requirements	13
Portfolio Reflections	14
Portfolio Cover Page	15
Resume Guide	16
Sample Resume	17
<b>V. Senior Board Presentation</b>	<b>18</b>
Senior Board Presentation Requirements	19-20
Visual/Multi-media Component	21
Technology Tips and Guidelines for Presentation	22
Letter to the Judges and Sample Letter	23-24
Dress Requirements	25
<b>VI. Rubrics</b>	<b>26</b>
Resume Rubric	27
Research Paper Rubric	28
Portfolio Rubric	29
Senior Board Presentation Rubric	30
<b>VII. Signed and Returned Forms</b>	<b>31</b>
Parent or Guardian Liability Release Form	32
Approval Form	33
Interview Form and Questions	34
Mentor Background Form	35
Physical Project Task Analysis Form	36
Interview Evaluation Form	37
Physical Project Time Sheet	38
Honors Board Community Service Time Sheet	39
Provisional Pass Action Plan	40

# **I. General Information**

## Senior Letter

Dear Senior,

Seniors are required to complete a Senior Project in English 4 class. The purpose of Senior Project is for students to acquire several learning goals. These learning goals will include several components by developing a deeper, longer lasting relationship between PVHS and community organizations, by positively affecting the lives of others, and by providing students with an opportunity to conduct scholarly research. You will select your own area of study and have the opportunity to demonstrate the knowledge and maturity you have gained during your high school career.

The Senior Project is a three-faceted production, which includes three major components. These components include a physical project, research and literature review of the proposed project, and the results and conclusions of the final project with an oral presentation before a panel consisting of teachers, community members, parents, and alumni.

The timeline in the Senior Project Manual will be your guide for deadlines and important dates. You will receive class grades for meeting deadlines and submitting completed assignments and forms.

Sincerely,

The Palos Verdes High School Staff

## **Parent or Guardian Letter**

Dear Parent or Guardian of Seniors,

Senior Project is an English 4 requirement, which allows each senior the opportunity to demonstrate twelve years of educational experience. It gives students an opportunity to evaluate their personal skills by demonstrating problem-solving techniques, implementing self-direct learning skills, as well as realizing decision-making capabilities and independence.

The components of the project include a physical project, which is a minimum of 15 hours of fieldwork and 15 hours of community service related to some aspect of the paper, a research paper, and a presentation to a panel of judges. To be successful, your son/daughter must complete and pass each of the three components by demonstrating the knowledge of new learning experiences, as well as developing continuing academic growth.

A successful Senior Project journey involves parental and teacher support with student initiative and self-discipline. The Senior Project Manual details the deadlines and requirements of the project. This is the opportunity to discuss with your son/daughter possible topics and projects. The interest you take in the project will assist your son/daughter by meeting the necessary challenges and deadlines. It is important for parents and guardians to read the Senior Project Manual in order to be aware of the project components, timelines, and grading policies.

If you have any questions about the Senior Project, please call the English teacher or the Senior Project Coordinator.

Sincerely,

The Palos Verdes High School Staff



## Senior Project Timeline 2011-2012

### Semester 1

---

	<u>A</u>	<u>B</u>	
September	8	9	Print Senior Project Manual from school website or Edline Parent or Guardian Liability Release Form
September	20	21	Resume
October	10	11	Approval Form due to Senior Teacher
October	12		<b>Faculty Approval</b>
October	20	21	Interview Form and Questions
October	26	27	Mentor Background Form & Physical Project Task Analysis Form
January	5	6	Interview Evaluation Form
January	9	10	<b>Physical Project Complete</b> Fieldwork Log (15 project hours and 15 service hours) Honors Board Fieldwork Log (15 project hours and 30 service hours) Time Sheet with signature

### Semester 2

---

	<u>A</u>	<u>B</u>	
February	2	3	75 Note Cards Check (per teacher discretion)
February	16	17	Outline with working Works Cited or References
February	27	28	First Draft with Works Cited or References
March	8	9	Second Draft
March	22	23	<b>Final Paper &amp; Submit to <a href="http://www.turnitin.com">www.turnitin.com</a></b>
May	10	11	Letter to the Judges
May	1-29		Speech Rehearsals
May	22	23	<b>Portfolio</b> & Honors Board Criteria Application and Checklist
May	30	31	Senior Boards

\*Portfolio Reflections will be assigned a date second semester per individual teacher

## Honors Board Criteria Application and Checklist

The Senior Project Advisory Committee judges all projects and determines extraordinary projects as Honors by students meeting the following the criteria.

1. Students must meet all deadlines are achieved throughout the entire yearlong Senior Project process.
2. Students must earn the highest level on all assessments and assignments, as well as earn a minimum of 85% on the research paper.
3. Honors Board candidates must complete a total of 30 hours of community service and document the service hours on the Honors Board Community Service Time Sheet.

**Students meeting the Honors Board Criteria will receive special acknowledgment at graduation by receiving a Senior Project Honors cord.**

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

Honors Board Criteria	Submission Date	Grade Earned	Teacher Initials
Parent or Guardian Liability Release Form	_____	_____	_____
Resume	_____	_____	_____
Approval Form	_____	_____	_____
Interview Form and Questions	_____	_____	_____
Mentor Background Form	_____	_____	_____
Physical Project Task Analysis Form	_____	_____	_____
Interview Evaluation Form	_____	_____	_____
Fieldwork Log	_____	_____	_____
Time Sheet	_____	_____	_____
Community Service Time Sheet	_____	_____	_____
Research Paper (85% and above)	_____	_____	_____
Letter to the Judges	_____	_____	_____
Portfolio	_____	_____	_____

## **II. Physical Project**

## Physical Project Requirements

The first facet of the Senior Project, the physical project, takes place during the first semester. This portion of the project is worth 40% of the Reading and Writing Skills grade, 25% of the regular English grade, and 15% of the AP English grade. This facet of the Senior Project may take on various forms. One option is to volunteer through a community organization. If, for example, you write a research paper on Alzheimer's disease, you might volunteer at a retirement home for Alzheimer's patients. Another possible project form is to create a manufactured product. A student interested in woodworking might write a research paper on Shaker furniture design and then, for the physical project, build a chair in that style. Other physical projects may include learning a new skill such as playing an instrument. Whichever project you choose, you must complete a minimum of 15 hours with verification from an adult who is familiar with the topic. Your mentor cannot be an immediate family member. In addition, you must complete 15 hours of community service that relates to your project. As a result, the physical project requires a total of 30 hours.

Students go into action as they enter the project segment of the Senior Project. This is when the student works independently to create a project that is an outgrowth of research. Essential in this phase is selecting a project, which challenges the student to demonstrate a time for reflection. During this time of reflection, the student should select a project never before accomplished or a project, which forces the student to build upon previous skills or accomplishments.

Types of projects may fall into five major categories. However, students often combine types for a stronger project. The following types have been successful projects.

1. **Physical project:** modeling a roller coaster, computer program, fashion outfit, architectural design, collection of pottery.
2. **Written project:** writing a short story, book of poetry, novelette, journal of reflective essays.
3. **Performance:** choreographing a dance, musical video, magic show, instrumental recital.
4. **Teaching or leadership:** teaching a middle school class about eating disorders, coaching a little league team, starting a tutorial group for students who are limited in English proficiency.
5. **Career-related:** volunteering at a local veterinarian clinic or hospital, viewing and documenting medical procedures.

## Fieldwork Log

Senior project fieldwork begins once the SPAC approves the form. During the completion of the 15 project hours and 15 community service hours (30+ hours of community service for Honors Board), a record of time spent, efforts, and personal thoughts, are required. Use the time sheet to track of the number of hours spent towards completing the project. The Fieldwork Log is documented proof of accomplishments and tasks. The log is the only source for proving the completion of the required steps and hours for the project. The Fieldwork Log will also be part of the portfolio presented to each individual's English teacher and the review board before and during Senior Boards. **Note: Typing the Fieldwork Log is a requirement. It must also include a minimum of three pages and be double-spaced.**

Write a log entry for each day of working on the project. Each entry must include the following paragraphs. Please label each paragraph separately:

- Paragraph 1: **Description** of the overall project goals and accomplishments is to include a description of the connection between the physical project and the research paper.
- Paragraph 2: **Planning** the tasks is necessary in order to complete the project and the process in which to accomplish them.
- Paragraph 3: **Reflections** of personal experiences along with thoughts on personal growth and expressing feelings is another area in which to include in a paragraph.

In addition, complete a time sheet.

- Time Sheet: Running total of hours you have spent on the project including the time with your project and your mentor. Staple the time sheet to the Fieldwork Log and attach any relevant documentation.

Upon completion of the fieldwork, your mentor will verify the hours on the time sheet form. Therefore, it is imperative to keep them informed of the projects progress.

## **III. Research Paper**

## **Research Paper Requirements**

During the second semester, students will complete the second facet of the Senior Project, which includes assessing information, problem solving, and implementing time management skills. It will also include writing a 4-6 page documented research paper using MLA or APA format. This portion is worth 60% of the Reading and Writing Skills grade, 35% of the regular English grade, and 25% of the AP English grade. This facet involves researching and writing a documented research paper about the topic utilizing primary and secondary sources. Your English teacher will explain the research paper format and requirements.

In your English class, your teacher will explain the research paper format and requirements. In brief, here are the research paper general guidelines:

### **All papers:**

- ❑ Minimum of 75 note cards (per teacher discretion)
- ❑ Typed outline
- ❑ 4-6 pages in length
- ❑ Minimum of 5 sources:
  - A combination of print and electronic databases
- ❑ MLA or APA format
  - 12 point, Times New Roman font
  - Double-spaced

## Sample Research Topics and Physical Projects

The ancient Greek philosopher Plato is credited for saying, “The beginning is the most important part of the work.” Below are three examples of general research topics, which have been narrowed to more specific areas of research focus. Related examples of project choices and a final project selection are also listed.

General Research Topic	Specific Research Topic	Project Choices	Specific Project
President Kennedy	Assassination was a “Russian” conspiracy	<ul style="list-style-type: none"> <li>• Staging mock trial of Oswald</li> <li>• Teaching social studies classes about the assassination theories</li> <li>• Compiling a portfolio reflecting the history of the “cold war” era</li> </ul>	Stage a mock trial
Technological Literacy	The application of technology widens the economic gap between counties	<ul style="list-style-type: none"> <li>• Build a robot</li> <li>• Teach software program design</li> <li>• Make a video showing how technology is impacting law enforcement</li> </ul>	Build a robot
Photography	Special effects of photography	<ul style="list-style-type: none"> <li>• Create a slide show teaching use of special effects in photography</li> <li>• Film a video incorporating special effects photography</li> <li>• Design a digital series showing photographic enhancement</li> </ul>	Film a video using special effects photography

### Additional samples of general research topics and related projects:

General Research Topic	Related Project
Finding the common thread in religions	Attend services for three different religious groups and teach a youth group at a local organization
How to play the stock market game	Design a portfolio and map progress of stocks
Pottery as a history of cultures	Design and make pottery to reflect individual history
Blues music	Take lessons, learn to play the harmonica and perform for an elementary school class
Effects of second-hand smoke	Work on school-wide anti-smoking campaign
Eating healthy and exercise	Take class and earn professional trainer’s license
Alternative medicine	Investigate acupuncture treatments to improve ailment
The plight of dolphins	Work at marine science center with scientists
Bipolar disorder and creativity	Hyper studio program of great music masters
How CPR saves lives	Earn CPR training license and give a demonstration

## **IV. Portfolio**

## Portfolio Requirements

The Senior Project Portfolio is a collection of documents in support of the Senior Project, as well as personal educational growth from previous academic years. It is the concrete evidence the panel will review in order to get a sense of your project before you make your Senior Project Presentation. On presentation day, the review board may refer to your portfolio when asking questions of about the project.

Your portfolio may well be the review board's first contact with you. Therefore, it is important that it is reflective of a polished, finished product. Make sure that documents are clean, edited, and typed. A table of contents is a way to make the portfolio "user friendly" to the panel.

Include the following items in the portfolio **IN THIS EXACT ORDER**. Include TABS for every section. There are (4) sections, in addition to the cover page and table of contents. **Portfolios must be spiral bound.**

Cover Page

Table of Contents

- I. Student Project Information (tab)**
  - A. Letter to the Judges
  - B. Resume
  - C. Parent or Guardian Liability Release Form
  - D. Approval Form
  
- II. Physical Project/Fieldwork (tab)**
  - A. Mentor Background Form
  - B. Physical Project Task Analysis Form
  - C. Interview Form and Questions
  - D. Interview Evaluation Form
  - E. Fieldwork Log
  - F. Time Sheet
  - G. Fieldwork Evidence
  
- III. Research Paper (tab)**
  - A. Research Paper
  - B. Research Paper Rubric with Comments
  
- IV. Cumulative Writing (tab)**
  - A. Grade 9 Writing Sample and Reflection
  - B. Grade 10 Writing Sample and Reflection
  - C. Grade 11 Writing Sample and Reflection
  - D. Grade 12 Writing Sample and Reflection

## **Portfolio Reflections**

Choose four pieces of writing to reflect upon (one from each high school grade level). Be sure to choose something other than your Senior Project for your senior year entry. If you did not attend PVHS for any portion of high school and do not have a particular writing sample, then you must double up on another grade level. Please include a note explaining the situation in your reflection as well as in your Letter to the Judges. Each writing sample must include the graded rubric and final copy of the written assignment.

You should explore the impact and relevance of each particular selection. You may list your responses to the following prompts according to the A-F subheading. Typing responses is a requirement with double-spacing and a minimum of 3-5 sentences for each “bullet point.” Each reflection should be on a separate page and follow the writing sample.

### **Reflection Requirements:**

- A.** Identify 2 strengths for each selection.
- B.** Specifically address why you feel they are strengths.
- C.** Identify 2 weaknesses for each selection.
- D.** Specifically address why you feel they are weaknesses.
- E.** Why did you choose this piece? How does it reflect you as a writer and student?
- F.** After reviewing the work, how have you grown as a writer and a student? Offer ideas for how to improve on the weaknesses and set goals for next year.

## Portfolio Cover Page

The portfolio cover page will demonstrate your technological capabilities while advertising your project. The paper must be typed using Times New Roman font size 12 and printed on 8½ x 11 inch paper. The only exception to the font and font size is the research topic. The cover page must contain the **research topic, thesis statement, and a brief description of your project** using active verbs and vivid adjectives. Additionally, the cover page must include your **first and last name, teacher's name, subject and period, and date** all accompanied by an **appropriate graphic**. Print the graphics on the cover page and not glued or stapled.

# Coaching Soccer

Brazilian training methods produce the best soccer players in the world.



Plan and Execute a Soccer Clinic for Children using Brazilian Training Methods

David Beckham

Ms. Toombs

English 4AP, Period 1

19 May 2008

## Resume Guide

### What is a Resume?

A resume is a mini-bio of you, a snapshot of you on paper. It is a brief description of your skills, interests, experience, and abilities in a quick legible format. The purpose of a resume is to get an interview. It is a marketing tool to sell a product and that product is you. The best and most important advice is keep the resume short simple and focus on the skills and abilities that the employer is seeking. It is important to read the job description carefully and to direct the resume specifically to the job. Most recruiters and employers spend only 5 to 10 seconds reviewing a resume.

### The Basics:

Do	Don't
Use 8½ x 11 white paper Use 11 or 12 point font Have even margins Use standard fonts Use specific key words Be action oriented and value driven Include professional email address Let experience dictate length Proofread, proofread, proofread Create your own resume Use clear bulleted format	Use colored paper Use small hard to read fonts Use margins less than ¼" all around Use italics, underlining or graphics Be generic or general Staple, fold or paper clip resumes Use cutesy or annoying email addresses Make employer work, focus on their needs Rely on spellchecker Use templates Use narrative or long paragraphs

### Important Points to Use When Writing a Resume

- Keep your name on top, in bold and larger than the rest of the resume.
- Use only one phone number with accurate professional email.
- The objective should be short, concise and to the point, modified with each new position.
- Avoid spelling errors, typos, and poor grammar.
- Use proper formatting and structure.
- After high school, use only college education and write out the entire degree in bold.
- Only put the month and year you are graduating.
- Add the GPA if it is 3.0 or higher.
- Use appropriate tense-past for past experiences and present for current.
- Skills are important: languages, computer, and other skills should be added.
- Under experience heading include all paid or unpaid, volunteer or any other demonstrating your abilities.
- Highlight your title/position, not the company, by using bold.
- Use chronological layout-most recent first.
- Use months and years for dates, avoid abbreviations.
- Align dates and locations vertically.
- Provide 4-6 bullet points in an active voice. Use numbers whenever possible. Avoid paragraphs or narrative style.

“Resumes and Cover Letters.” *Loyola Marymount University*. Career Development Services, n.d. Web. 29 Aug. 2011. <[http://www.lmu.edu/studentlife/cds/Students/Counseling\\_and\\_Job\\_Search\\_Services/Resumes\\_and\\_Cover\\_Letters.htm](http://www.lmu.edu/studentlife/cds/Students/Counseling_and_Job_Search_Services/Resumes_and_Cover_Letters.htm)>

## Sample Resume

### Jane Doe

1234 Cloyden Road • Palos Verdes Estates, CA 90274 • 310-378-1234 • jdoe@aol.com

#### OBJECTIVE

An entry-level position.

#### EDUCATION

Palos Verdes High School, Palos Verdes Estates, CA

June 2008  
GPA: 3.89

#### EXPERIENCE

Starbucks Coffee Company, Rancho Palos Verdes, CA

##### **Barista, Shift Manager**

- Create various specialty coffees based upon customer requests.
- Conduct sales in a fast-paced environment.
- Promote to Shift Manager within 6 months.
- Develop more efficient inventory management system.

November 2006-Present

Salon Riviera, Redondo Beach, CA

##### **Receptionist**

- Scheduled clients' appointments.
- Communicated by telephone client contacts.
- Purchased supplies for stylists.

June 2006- August 2007

Palos Verdes Art Center, Rolling Hills Estates, CA

##### **Teacher Aide**

- Assisted students with completing art projects.
- Encouraged students to share their ideas about future art projects.
- Helped the teacher present daily lesson plans.
- Taught a lesson on color theory.

April 2006-May 2006

#### ACTIVITIES/AWARDS

National English Honor Society, Palos Verdes High School Chapter

College Scholarship Federation

Varsity Soccer

2006-Present

#### COMPUTER SKILLS

Excel, PowerPoint, Publisher, Word, Adobe Illustrator, Photoshop

## **V. Senior Board Presentation**

## Senior Board Presentation Requirements

In this final phase, students will prepare a verbal presentation with visuals, which demonstrates the synthesis of the research, the project phases, and the self-growth that they experienced during the process. The presentation is to last approximately 7-10 minutes. The student will present their project before a panel of judges who will evaluate the student's presentation and portfolio. A 5-minute question debriefing will follow the presentation in which the student will answer questions about their project, research, and self-growth. The presentation is before a board composed of teachers, community members, and PVHS parents and alumni.

The Senior Board Presentation is the culmination of the many months of work spent on the paper and project. The panel is waiting to hear for reflection about the research, as well as knowledge gained from the project phase. They will also be interested in evidence of self-growth, reflection, and problem-solving strategies. Senior Boards is a time of personal reflection and public celebration. The final score of the presentation is the average combined scores the rubrics.

At the completion of the presentation, the panel will ask questions about the research and/or fieldwork. The questions are usually very general. However, it is wise to prepare a list of questions in advance and rehearse possible responses while practicing your speech. Remember, verbal presentations should be last 7-10 minutes to receive full credit. An additional 5-minute question and answer session will follow. Some suggestions for the question and answer segment follow below.

**Step 1:** Refer to the Fieldwork Log and additional materials in order to answer the following possible questions. These responses will help to define and guide the content of this section of the presentation.

- How does the paper and project connect?
- What emotions did you experience as you worked through the paper and project: anger, excitement, frustration, pride?
- What problems did you encounter: money, time management, skill deficiency, lack of resources? Explain.
- What personal growth and self-knowledge did you gain from completing the paper and the project? What knowledge did you learn about your topic?
- How did the project affect your plans for the future: related career, hobby, general knowledge?

**Step 2:** The information below provides an organizational framework for your presentation.

- Have an introduction that grabs the attention of the judges.
- Inform the judges about what you learned by writing your research paper (facts and interesting information).
- Continue the presentation with a discussion about the fieldwork.
- Finalize the body of the presentation with a reflection on the overall experiences with Senior Project.
- Complete the presentation with a "thank you" to the panel.

**Step 3:** Decide how to integrate the project, or the visual representation of the project, into the presentation. Will it be an ongoing, integral part of your speech, such as a slide show, part of the introduction, or follow after the conclusion?

Avoid passing items around during the presentation, which causes too much distraction. Pre-arrange the need for any AV equipment prior to the presentation.

**Step 4:** Speech techniques to remember:

- Eye contact: practice enough so that you only need to glance occasionally at note cards.
- Posture: stand proud.
- Avoid: gripping the podium, locking your knees, twitching, wriggling, and shaking.
- Voice: volume and pitch.
- Gestures: natural and spontaneous.
- Props: plan and practice when using any props.

**Step 5:** Prepare for questions. Remember to use good answering skills. Consider the following 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?
- What part of your paper might make people curious?
- Did your topic touch upon any controversial issues? If so, explain.
- What possessed you to choose this topic?
- Who helped you and how?
- How did you finance it?
- How much time did you spend?
- How do you plan to use the ideas you have learned in the future?

**How to answer:**

- Give the person who asks you a question direct eye contact.
- Do not answer with short, “I dunno,” or “Oh yeah” responses. Instead, restate the question into the context of your answer. For example, Question: “What did you gain from this experience, Todd?” Answer: “I gained so much from the Senior Project experience, Mr. Brown. One thing I learned was patience. I never knew it would take so long to rebuild the engine. Waiting for parts was one of my biggest frustrations. I also learned...”
- Extend and expand on the information already shared in your speech.
- Look around and smile occasionally.
- If you do not know an answer, do not try to fake it. Instead, you might reply, “That’s a good question. I did not cover that in my research but would like to find out about it. Thank you.”
- At the conclusion of the question and answer period, look at the judges and thank them for their time and interest.

## Visual/Multi-media Component

In planning your presentation, think about the following questions in determining what visual/multi-media component will enhance what you are trying to communicate. Remember that you must use at least one visual component in your Senior Board Presentation.

- What chart, graph, timeline, overhead, slides, tape, video, multi-media could help the review board see your project?
- Where in your presentation is the perfect place to insert your visual/media?
- What hardware/software/technology will you need?
- Have you arranged in advance to make sure the materials you need will be available in the location of your presentation?
- How can you edit your visual or audio into your presentation so that you are the focus and your visual component serves as an accent?

Remember your 7-10 minute presentation must be your oral presentation; you cannot show a 7-10 minute video of yourself working on your physical project! You can choose to use a PowerPoint slide show throughout your presentation, however, make sure it is not distracting and introduce what will be showing behind you in the introduction of your speech.

Types of Visual Aids:

- PowerPoint (include a works cited slide)
- A created object
- A model
- Graphs
- Diagrams
- Charts
- Films and Videos

Checklist for Visual Aids:

1. Limit the number of aids to 3-4 for information and 3 for pictures.
2. Limit the number of points on each visual to 3 or 4.
3. Use short phrases, not sentences for each bulleted point.
4. No handwriting.
5. Make sure all words are spelled correctly.
6. Use color-no more than 3 colors on a visual.
7. Add clip art or pictures-not just lettering.
8. Make sure lettering/pictures are large enough to see. Readable font size for text is 18-24.

PowerPoint: Keep the time frame in mind and be sure to include all the points in the format for which the oral speech will be graded. Practice before hand in the room you are to present.

Video or audio tape: Limit to no more than 1 minute. Choose wisely! In addition, be sure to cue up to the exact place you want to start. Again, practice in the room you are going to present.

## Technology Tips and Guidelines for Presentation

- All presentation files need to work on Microsoft's PowerPoint 2003 software.
- Please bring your PowerPoint file on a USB flash drive or CD. It is recommended that you also upload a copy to your Edline file locker as a secondary precaution. Having two copies of your presentation is better than one.  
**Note:** We do not do file recovery. This is another reason why it is recommended to always keep two copies.
- We will have a computer and projector already set up for you. If you plan to bring your own laptop to present your material, you may only hook up to the projector via the VGA output (usually a blue plug). We do not support any other video output (example: DVI, HDMI, or Apple proprietary video output).
- If you created your presentation using an Apple computer, please be sure that your presentation file will work on Microsoft's PowerPoint software. If you want to bring your Macbook laptop, be sure to include the adapter that allows you to connect your Macbook to our projectors using VGA.
- If your presentation includes sound, you may want to consider bringing computer speakers if you want it to be loud. Otherwise, you will be able to use the speakers built onto the laptop.
- If you created your PowerPoint in Windows Vista, it would be best if you saved your file in a 2003 format to ensure that it will work properly. To do that, click the Office Circle at the top, go down to the picture of the disk that says "Save" and choose to Save In 2003 format.
- If you plan to show a video from YouTube or somewhere else on the internet, note that most of those websites are blocked and the district more than likely will refuse to unblock them during Senior Project. To plan, you need to download the video from home (using a browser extension or program like Tomato YouTube downloader) and bring it on a separate file along with an FLV player. Both programs can be found by searching for them at [www.download.com](http://www.download.com)

Preparation is key to a successful presentation, especially when dealing with technology. If you need assistance with anything, or have questions about what will or will not work please stop by the computer lab early (sometime before the day of your presentation) and ask for assistance.

## Letter to the Judges

The purpose of this letter is to introduce you as a whole person, beyond the Senior Project accomplishments to the panel of judges. They will view you as a young adult with goals, interests, and opinions. When they hear you speak at the Senior Boards, they will most likely bring these insights into their understanding of you. Therefore, it is important to make a good first impression. As a result, it is extremely important to have this letter represent your best writing along with a sincere expression of how you perceive certain aspects of yourself.

You might consider the following topics: family background, hobbies, goals, driving principles or beliefs, individual talents, handicaps, experiences with the Senior Project, reflections from your high school years, expressions of regret or gratitude, or views on any subject. This information will give the judges useful information about you as a graduate. Write the letter in correct business format, as well as carefully proof reading the contents.

---

### Sample Letter

2300 Via Contenta  
Palos Verdes Estates, CA 90274  
May 18, 2004

Judges, Senior Boards  
Faculty and Community Members  
Palos Verdes High School  
600 Cloyden Road  
Palos Verdes Estates, CA 90274

Dear Judges:

As a soon-to-be graduate of Palos Verdes High School, I would like to take this opportunity to tell you about some things I now understand. The Senior Project proved procrastination is not the answer, and graduation is really earned-not some automatic ticket at the end of the year. Also, I can accomplish a lot more than I realized I could when I focus, commit, and work hard with persistence. These are lessons I learned that I am not going to forget because they were taught through my own experiences. I know experience can be a harsh teacher, but also an awesome one.

I was not completely sure if I could make it through four years of high school and graduate. My family has moved around a lot, and I fell behind in school. Whenever we would move to a new area, I would go to school and be frustrated. Sometimes I had to do something I had just done in my 'old' school, or I would find myself in the middle of a unit with which I was not familiar. Sometimes, I felt like just quitting. But I did not because I thought-no, I knew-that getting an education is more important than momentary frustration. Quitting would have been easy; it is the persistence that has been hard and worth it. My mom always says time will pass with or without my using it for good purpose, so I might as well make use of it. She always asks, "Are you better

off today than you were yesterday?” Well, I can say, “Yes, I am, and I am really proud of myself.”

My Senior Project topic is centered on the building industry and alternative materials and techniques. Someday I hope to be a building contractor. Even though I am female, my father and mother have always encouraged me to follow my dreams, regardless of my gender. This fall I got to work part time for a woman contractor and learned a lot. I love building. In fact, I have never experienced as much satisfaction as I did while on that job. One thing it started me really thinking about is how our building choices as consumers create a great deal of the environmental pressure. Using alternative methods is one of the answers. Ms. Brown, the woman I worked for this last fall, used steel framing when she was building homes. I found this technique interesting because it is not only different from the traditional stick built approach but is environmentally responsible.

For my project, I built a small, straw bale-constructed shed for my family. My grandfather paid for my time and all the materials. To build this shed I took a class in straw bale construction at the community college. I drew up plans and shared them with Ms. Brown. She made suggestions. Then I had my dad and grandfather look over the revisions. Finally, when I was satisfied, I showed them to my grandmother; she loved the idea. Now when I wake up in the morning and look out my window, I can see the shed I built. My grandparents love it. Of course, there are some things I will do differently when I build another one; but for a first try, I think it is pretty neat. My teacher at the community college brought the entire class out to look at it when I finished. Ms. Brown wants me to work with her again this summer and build her a shed like I did for my grandparents.

Although to complete this project, I had to cut back on my current job at Taco Time, it was definitely worth it. I enjoyed writing my research paper on alternative building materials and strategies. The research taught me a lot and gave me so much information. In fact, that is where I first learned about straw bale construction. I really liked working on the shed, and I feel like I have a future direction.

I appreciate the time you will spend looking over my work, and I am excited to meet with you.

Sincerely,

*Ramona Rivers*

Ramona Rivers

## **Dress Requirements**

We want you to look sharp for your Senior Boards because appearance **does** count. You only get one chance to make a first impression. We want you to dress for success and to reflect Sea King pride. Please follow these guidelines:

### **Gentlemen:**

- Bathe, comb your hair, and shave. If you have a beard or mustache, trim it so it looks neat. Avoid heavy after-shave. Make sure that your fingernails are also clean.
- Wear a shirt with a collar. Tuck it in and wear a tie!
- Wear nice slacks and a belt. They may be dress slacks or khaki trousers that fit you. No jeans and no baggy pants! You may also wear a sports jacket, if you wish.
- Polish your shoes. Nothing looks worse than to see a nicely dressed man only to have his appearance ruined by the presence of dirty shoes! By the way, no tennis shoes, please.

### **Ladies:**

- Bathe, comb your hair, and wear minimal makeup. Easy on the perfume! This is a professional presentation, not an evening date.
- Make sure fingernails are clean and avoid bright nail polish.
- Wear dresses/slack suits that cover all essentials. Skimpy or provocative clothing is not appropriate for the presentations.
- Wear appropriate heels or flats; avoid flip-flops and sneakers.
- Wear minimal jewelry. Nothing should detract from your speech.

### **Additional Tips for Gentlemen and Ladies:**

- Do not chew gum during your presentation.

## **VI. Rubrics**

## Resume Rubric

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

**3 Points Each**

### Contact Information

Skill Application	Yes	No
First and Last Name (highlight in bold and larger than rest of resume)		
Street Address, City, State, ZIP Code		
Telephone Number (including area code)		
Email Address (without hyperlink)		

### Objective

Skill Application	Yes	No
Brief and clear statement of the position seeking		

### Education

Skill Application	Yes	No
School's Name		
City, State		
Graduation Month and Year		
GPA (only if 3.0 or higher)		

\*When college education is in progress or completed, high school education is eliminated\*

### Experience (Jobs, Internships, Volunteer Work)

Skill Application	Yes	No
Title/Position (highlight in bold)		
Company/Organization Name		
City, State		
Month(s) and Year(s) Employed		
4-6 Bullet Points for each experience (emphasize specific skills and achievements)		
Verbs start each bullet point describing experience (past for past experiences and present for current)		

### Activities/Awards (Clubs, Sports)

Skill Application	Yes	No
Activity Name		
Month(s) and Year(s)		

### Computer Skills

Skill Application	Yes	No
Program Name(s)		

### Mechanics/Usage/Spelling/Format

Skill Application	Yes	No
Standard font and size with even margins, correct form and structure		
Chronological layout (most recent first)		
No spelling errors, typos, abbreviations, or poor grammar		

**Total Score:** \_\_\_\_\_ /60

**Comments**

## Research Paper Rubric

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

Teacher Name: \_\_\_\_\_

### Use of Sources

Skill Application	10	9	8	7	6	5	4	3	2	1	0
Researched information appropriately documented (MLA or APA)											
Evidence of thorough research (minimum of 5 sources)											
Demonstrates paraphrasing, direct and indirect quotations											
Works Cited or References is correctly formatted											
	_____ /40										

### Content/Organization

Skill Application	10	9	8	7	6	5	4	3	2	1	0
Introduction engaging and clearly defines thesis											
Thesis is argumentative, challenging and focused											
Content connecting to thesis is clarifying, exploring, explaining, developing											
x 2											
Implements elements of persuasion											
x 2											
Text organization flows sensibly and smoothly; uses correct paragraphing											
Mixture of personal voice interwoven with research (commentary)											
Research goes beyond surface information and adds insight to topic											
Conclusion thoughtful, engaging, and clear											
	_____ /100										

### Mechanics/Usage/Spelling/Format

Skill Application	10	9	8	7	6	5	4	3	2	1	0
MLA or APA: Pagination, 12 pt, Times New Roman, margins, double spaced											
Written in formal style, uses correct grammar and punctuation											
	_____ /20										

**\*16 points will be deducted if the paper is not at least 4 full pages of text**

**Total Score: \_\_\_\_\_ /160**

**Total Percentage: \_\_\_\_\_ %**

## Portfolio Rubric

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

**2 Points Each**

Skill Application	Yes	No
Spiral Bound		
Cover Page correctly formatted		
Table of Contents with correct page numbers		
Student Project Information with tab		
Letter to the Judges		
Resume		
Parent or Guardian Liability Release Form		
Approval Form		
Physical Project/Fieldwork with tab		
Mentor Background Form		
Physical Project Task Analysis Form		
Interview Form and Questions		
Interview Evaluation Form		
Fieldwork Log		
Time Sheet(s)		
Fieldwork Evidence		
Research Paper with tab		
Paper; no editing marks/corrections		
Graded Rubric with Comments		
Cumulative Writing with tab		
Grade 9 Writing Sample		
Grade 9 Reflection		
Grade 10 Writing Sample		
Grade 10 Reflection		
Grade 11 Writing Sample		
Grade 11 Reflection		
Grade 12 Writing Sample		
Grade 12 Reflection		

**Total Score: \_\_\_\_\_/56**

Honors Board Criteria Application and Checklist		
---	--	--

## Senior Board Presentation Rubric

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

- 5—Clearly a knowledgeable, practiced, skilled pattern
- 4—Evidence of a developing pattern
- 3—Superficial, random, limited consistencies
- 2—Did not demonstrate appropriate skill
- 1—Unacceptable skill application
- 0—Missing

### Content/Organization

Skill Application	5	4	3	2	1	0
Attention grabber effectiveness in introduction						
Speech's stated purpose clear within introduction						
Main ideas supported by accurate and appropriate details/ research						
Physical Project appropriately addressed						
Content demonstrates research, project and self growth; flows logically						
Student reflection is clearly explained and supported						
Conclusion effectively wraps up entire speech						
Effective/Sophisticated use of word choice						
PowerPoint font, size and color are clear; grammar and punctuation are correct						

\_\_\_\_\_/45

### Delivery

**Presentation Time:** \_\_\_\_\_ minutes

Skill Application	5	4	3	2	1	0
Appropriate rate of speaking applied/Meets 7-10 min. time requirement						
Effective and appropriate use of gestures; poise						
Demonstrates effective use of pauses						
Speech practice evident (min. note card usage); effective use of eye contact w/ audience						
Speaker uses inflection, energy, confidence to persuade the audience						
Dress and appearance						

\_\_\_\_\_/30

### Question/Answer Session

Skill Application	5	4	3	2	1	0
Answers extend and expand information						
Body language and answers demonstrate interest, enthusiasm, poise, and confidence						
Quality of answers represent depth & understanding of researched information						

\_\_\_\_\_/15

### Portfolio\*

Skill Application	Yes	No
Portfolio is present at the time of the presentation		

\*10% will be deducted for a missing portfolio.

**Total Score:** \_\_\_\_\_/90

## **VII. Signed and Returned Forms**

## Parent or Guardian Liability Release Form

I acknowledge that I have read the explanatory letter about the Senior Project and have received the booklet describing and outlining due dates for the different phases of the project. I understand the consequences of missing deadlines and assignments. I also understand that my senior will select the topic and project he/she wishes to complete, and I have reviewed this topic with my student as summarized on the reverse of this form. In the event that my senior selects a project that includes expenditure, I realize that this is the student's choice, not a requirement. I further understand that if my senior undertakes a project by his or her choice in which risk is involved, I will not hold the school or district responsible for injury.

---

Parent/Guardian Signature

---

Date

### Integrity Commitment

Honesty and integrity are important character traits we hope to reinforce throughout the culminating project. While we fervently hope we will not have to perform administrative consequences, we want to be very clear about the consequences of cheating on the culminating project.

We define cheating as:

- Plagiarizing (claiming work is yours that is not) any part of the culminating project, particularly the research paper.
- Lying about or exaggerating the quality and/or quantity of the time spent working on the product phase; inventing or exaggerating a mentor relationship.

If any of these should occur, you would be removing yourself from eligibility to give your senior board presentation, because unethical behavior has severe consequences to an organization and to self. By doing this, you would also be removing yourself from commencement exercises-you would not walk at graduation.

You may have the opportunity to present your new, original work at a post-commencement board. Provided you pass that board, and satisfy the other graduation requirements, you would still earn your diploma.

I have also reviewed the above Integrity Commitment with my student and both parties fully understand the consequences of cheating. We commit to honesty and integrity regarding the whole Senior Project experience.

---

Parent/Guardian Signature

---

Date

---

Student Name

---

Student Signature

---

Date

## Approval Form

I, \_\_\_\_\_, currently enrolled in a Palos Verdes High School English class, understand that a major requirement of my senior year is to research a topic of my choosing which will be developed into a paper with a minimum of 4-6 pages and 5 sources. The paper represents original, high quality research and senior level analysis of this research.

I, \_\_\_\_\_, know that I have to complete a hands-on project that relates to the research paper. It demonstrates my ability to undertake something new or to achieve a higher skill level. The hands-on project must take a minimum of 15 hours to complete. I will document my hours through a fieldwork log and time sheet.

The final step is to present a 7-10 minute oral presentation in front of a Senior Board panel. In the oral presentation, I, \_\_\_\_\_, must show and explain to the board the connection between the project, the paper, and my personal achievements and educational goals.

Failure to perform ANY part of the Senior Project will seriously influence my final grade in English and my graduation requirements.

1. Describe your research topic.

\_\_\_\_\_

2. In specific details, describe how you will accomplish this project.

- a. What is your project and personal achievements and educational goals?

\_\_\_\_\_

- b. Who is your mentor and what is their contact information?

\_\_\_\_\_

- c. Where and when will your project occur?

\_\_\_\_\_

- d. Honors Board: Describe your community service.

\_\_\_\_\_

3. State your thesis.

\_\_\_\_\_

\_\_\_\_\_

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

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

English Teacher Name: \_\_\_\_\_

Period: \_\_\_\_\_

*Official SPAC Use Only*

Approved: \_\_\_\_\_

Pending: \_\_\_\_\_

Denied: \_\_\_\_\_

Advisor Initials: \_\_\_\_\_

## Interview Form and Questions

This form must be completed prior to meeting with the person you plan to interview. If the interview is off campus or extends beyond class, it is your responsibility to arrange the absence with your other teachers. Also, you must secure permission to leave the campus from the administration as well as your parents. The appropriate permission forms need to be attached to this document.

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

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

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

Address

City

State

Zip

Phone number of person interviewed: \_\_\_\_\_

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

Estimated length of interview: \_\_\_\_\_

1. List the objectives you hope to accomplish during the interview.
2. List what you have accomplished in preparation for the interview.
3. Have you informed your parents of your interview appointment?
4. Attach a minimum of ten typed questions you intend to ask during the interview. Be sure your questions are in some way related to your thesis statement.



## Physical Project Task Analysis Form

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

Research Paper: \_\_\_\_\_

### I. Description of Project

In two to three paragraphs, describe the project with detailed specifics. Explain the objectives for completing the physical project. What are you hoping to gain? How does it relate to the research paper? Finally, what will your documentation include? This must be typed and double-spaced.

### II. Project Accomplishments

List below previous knowledge acquired about the project, tasks already completed, and materials procured.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### III. Task Analysis

List all the possible tasks to complete in order to finalize your project. Think through the steps involved and the time needed for each task. What materials do you need to find? What literature do you need to read? Are there people you need to talk to for advice? Prioritize the tasks according to required completion dates. Keep in mind the school's deadlines, personal engagements, and leave room for unexpected surprises.

**Approximate Completion Date**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_







**Provisional Pass Action Plan**

All work must be completed by \_\_\_\_\_

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

Coordinator Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Reason for Provisional Pass:

State the specific plan for meeting the insufficient standard. Include dates, time, place, person(s) responsible.

**I understand that failure to fulfill the requirements in this document by the date specified by the Advisory Committee will make me ineligible to participate in graduation ceremonies. I may, however, receive my diploma when I complete the terms of this contract, provided all other graduation requirements have been fulfilled.**

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date