



2018-2019

SENIOR PROJECT

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SENIOR PROJECT INTRODUCTION AND OUTLINE

The senior project at Lutheran High School (LHS) is a portfolio-based project that provides students with opportunities to examine their skills and abilities, as well as articulate their plans. The project actively promotes college readiness by asking students to fill out college applications, apply for scholarships, and complete a resume. It also promotes career readiness by asking students to find and shadow a mentor in a career field they want to pursue. This will give the student the opportunity to develop meaningful relationships with professionals in their chosen field of study.

The senior project also serves to give students the opportunity to demonstrate their understanding, as it relates to LHS's School-Wide Expected Learning Results (ESLRs) These ESLRs are four characteristics the school has committed to developing in students during their time at LHS. These characteristics are; faith, stewardship, citizenship, and productive life and career skills. Thus, various portions of the senior project touch on each of these characteristics.

The project follows an intentionally created and logical sequence. First, the student secures a mentor in their chosen field of study and shadows them for twelve hours. During this time, the student gains first-hand knowledge of, and experience in, the career field. Through this experience and in consultation with the mentor, students choose a demonstration of learning project. This second portion of the project is a tangible product created or developed by the student which is related to the career field and meets the time requirement of twelve hours. Some examples are; as a teacher a student might create lesson plans, as an engineer a student might create a blueprint and scale model of a bridge, or as a crime scene investigator a student might create a model of a fingerprint and explain its variations. The third part of the project consists of a research paper related to the career field. This is an opportunity for students to conduct research in a specific aspect of the field and write an academic paper sharing their knowledge. The last portion of the project is the panel presentation. In this culminating activity, the student shares what was accomplished in the shadow hours, the demonstration of learning project, and applies the ESLR areas to their chosen career.

GRADING PROCEDURES

There are two main categories that appear in the student's gradebook on RenWeb, a turn-in (TI) grade and a work quality grade (WQ). To calculate the student's final score for the quarter, the categories are weighted with turn-in grades counting as thirty percent of the quarter grade and work quality counting as seventy percent of the quarter grade.

Scores for turn-in grades are 100% if the work is turned in on time, 50% if the work is turned in late, and 0% if the work is missing. Students can turn in missing work and receive a 50% up to the final portfolio check but if the assignment is turned in after the grading period in which it was due, **the report card grade does not change.**

Students will receive a score of 0% for work quality until the assignment has been graded at proficient (the equivalent of a B, or 80%) or better. In following this guideline, it is the aim of LHS to promote the concept that everything a student does should be of high quality. In preparing students for higher education or the work force, it is important they understand that grades of average (C), below-average (D), or failing (F), will not lead them to the success they want to, and are capable of, achieving. Creating quality requires students to plan ahead and to work hard. Once work has been returned to the student by their academic lab teacher, the student can continue to revise the assignment as many times as necessary until the final portfolio check. Work that has a turn-in score of 100% can be revised until the work quality grade is also 100%. Work that has a turn-in score of 50% can be revised until the work quality grade is 95%. If the work quality score of an assignment improves after the grading period in which it was due, **the report card grade does not change.**

At the final portfolio check students that pass will have a completed portfolio and a cumulative score of at least an 80% in first, second, and third quarter. Only students that pass the portfolio portion of the project can continue to the panel presentation stage of the project. These students are also students who can participate in end of the year activities, such as prom, grad-night, and the graduation ceremony. If a student does not pass the final portfolio check or the panel presentation, he/she will not be allowed to participate in end of the year activities. He/she will have an appointment the week after graduation to determine next steps in completing the project.

The grade for academic lab will be used in calculating a student's cumulative GPA and determining extra-curricular eligibility just like other curricular classes. Also, the first semester grade will appear on a student's transcripts.

CHOOSING A MENTOR

Students are required to find a mentor in their chosen career field. The student is to shadow their mentor for twelve hours spread out over at least two days. Asking someone to be your mentor requires a working knowledge of personal etiquette. Although some of the suggestions may appear obvious, keep them in mind when asking a person to be your mentor.

Mentor Requirements

- At least twenty-five years old.
- Not a family member or close family friend.
- A person you respect and like.
- Currently works in a career field that requires higher education and/or formalized training beyond high school.
- Can not be a Faculty or Staff member of Lutheran High School.

The Mentor's Role

- Schedule shadow hours with the student that consists of twelve hours of the student actively shadowing the mentor on the job and share information related to the career field.
- Help the student determine an appropriate demonstration of learning project related to the career field.
- Discuss with, and sign, the student's Mentor Reflection Journals to verify the student's learning and time spent shadowing.
- Agree to be interviewed by the student.
- Complete the Mentor Evaluation Form.

When asking someone to be your mentor, prepare clear answers to the following questions:

- What do you mean by mentor?
- How much time and help is required?
- What exactly do you expect the mentor to do?
- Will this cost the mentor any money?

Follow these tips to increase the chances of someone agreeing to be your mentor:

- Make an appointment to meet with a mentor candidate to ask them to be your mentor.
- Asking someone one-on-one makes the contact more personal.
- Allow time for the mentor to think about the commitment. Do not ask the person the day before the Mentor Consent Form due date.
- You are asking for a favor. Be straightforward, humble, and polite.
- Be positive about the field. If the mentor can tell you don't really care about what they do, why would they help you?

DEMONSTRATION OF LEARNING PROJECT

During the time spent shadowing your mentor, you should discuss what might be appropriate to use as a demonstration of learning project. This project should be a tangible product you create or develop related to your career field and will be completed by the end of the first semester.

Your Demonstration of Learning Form should be approved and signed by your academic lab teacher before you begin work on the project. This is to ensure that your project is appropriate and will meet the time requirement of twelve hours. The most common reasons for a project proposal needing revision are that the proposals are unfeasible or they are weak. An unfeasible project is way above your skills or time, the scope is too large, and/or is far too difficult. A weak project is too easy and beneath your skill such that it would not be challenging for you to complete or would not meet the time requirement.

Once the project is approved, you will document all of the steps of the project using the Demonstration of Learning Reflection Journals and collecting evidence of your progress. Evidence will consist of photographs, sample products, rough drafts, and/or videos. It is essential that you collect good evidence while you are working on the project to prove that your project is authentic and met the time requirement. MS Power Point presentations alone are not an acceptable means of presenting your evidence.

RESEARCH PAPER

During the second semester students will research a specific topic in their career field. Students may choose to compare and contrast something in the career. They may focus on a problem and propose a solution to that problem. They may explore the causes and effects of an event or they may choose to attempt to persuade the reader to adopt a certain viewpoint about something in the career field.

The research paper will follow the accepted Modern Language Association (MLA) format and should be at least six full pages. The students will include a Works Cited page that should include at least six scholarly sources. The mentor interview can be cited and counted as one of the scholarly sources. Students will receive a supplemental packet providing additional clarifying details and information.

PRESENTATION PANELS

A three-member panel of staff members and parents will hear the rehearsal presentation. The goal of the rehearsal presentation is to ensure students are ready for the final presentation. It gives the student a chance to perform their presentation in front of a live panel and gives the panel an opportunity to provide feedback to the student. This presentation is for feedback only; there is no grade.

A three-member panel of staff members and members of the LHS Board of Directors will hear the final presentation. The final panel will review the student's portfolio before listening to the presentation. This panel will have a final say regarding whether the student passes or fails the presentation. Students who pass the final presentation are allowed to participate in end of the year activities.

INSTRUCTIONS FOR COMPLETING FORMS

All forms completed by students must be typed, use complete sentences, and be free from grammar, spelling, and usage errors. All forms filled out by parents or mentors may be handwritten or typed.

Mentor Reflection Journals

Journals should be approved by your academic lab teacher before having your mentor or parent sign. If the mentor signed a journal that needs revision include both the signed journal and the approved journal in your portfolio. On the approved journal write "see original" in the space where the signature should be.

One journal is required for every two hours, thus you will have at least six Mentor Reflection Journals.

Evidence for Mentor Hours and Demonstration of Learning Project

Include as much evidence as possible, since evidence is important in convincing the panel judges your senior project is authentic. Do not simply put evidence in a sheet protector without labeling the evidence, explaining what the evidence is, and why it is important. Pretend it is a professional version of a scrapbook or a yearbook. Items that may serve as evidence include:

- Certificates of completion from classes you attended
 - Photographs or sketches
 - Charts or diagrams
 - Receipts
 - Sign in sheets
 - Notes from classes or trainings
 - Pamphlets/marketing materials/business cards
 - Materials you created
- MS Power Point presentations alone are not acceptable.**

Mentor Interview – (conducted face to face or by phone)

Create at least ten relevant questions and conduct an in-person interview of your mentor. In creating your questions be sure to ask open ended questions to give your mentor the opportunity to elaborate. Asking questions that only require a one word or one phrase answer will not give you the opportunity to gain much from the interview. All questions should be reviewed and approved by your academic lab teacher prior to the interview. Send your questions to your mentor a couple days before your interview to give him/her time to think about their answers. Before the interview begins ask your mentor if you can record the interview. During the interview while your mentor is answering your questions write down as much information as you can. The recording can be used to choose specific quotes that will be useful in your research paper. Your interview can, and should, be used as a scholarly source in your research paper.

SENIOR PROJECT DUE DATES CHECKLIST

All due dates are on Thursdays unless otherwise noted.

FIRST SEMESTER – 2018-19

August:

- 23 – Approved Senior Project Subject Form.
The following must also be completed
 - * Table of Contents
 - * Six typed divider labeled tabs
 - * Typed binder spine with name
 - * Project cover page
- Completed Mentor Consent and Parent Consent Forms

September:

- 6 – Completed Career Exploration Form
- 13– Completed Freshman, Sophomore, & Junior ESLR reflections and evidence

November

- 1 – Completed and approved Mentor Interview Questions
- 8 – Completed Mentor Reflection Journals with evidence but without signatures
Completed Mentor Interview
- 8 – Completed Mentor Evaluation Form
Signed Mentor Reflection Journals
- 9 – First Quarter Portfolio Check
Completed Demonstration of Learning Form
- 29 – Completed SAT/ACT Form
Completed Mentor Thank You Postcards
- Completed Resume
- Completed Scholarship Application Form with evidence
- Completed College Application Form with evidence

December:

- 6 – Completed Mentor Reflection Journals with evidence / signatures
- 13 - First Semester Portfolio Check (Final Exam Grade)
Completed Research Paper Topic Form
Completed Senior ESLRs

SENIOR PROJECT DUE DATES CHECKLIST

All due dates are on Thursdays unless otherwise noted.

SECOND SEMESTER – 2018-19

January:

- 10 – Completed Outline of Research Paper
- 24 – Completed Rough Draft of Research Paper

February:

- 7 – Completed Adult Edits of Research Paper

March:

- 7 – Third Quarter Portfolio Check
- 14 – Final Draft Research Paper
Completed Research Paper Self-Evaluation Form
- 21 - Completed Parent Evaluation Form
Completed Senior Project Self Evaluation Form

April:

- 4 – Complete Portfolio Check
- 11 – Presentation Print Out
Completed Letter to Panel Judges
- 30 - **Rehearsal Panel Presentations**

May:

- 1 – 2 **Rehearsal Panel Presentations**
- 7 - 9 **Final Panel Presentations**

SENIOR PROJECT SUBJECT CONSENT FORM

Student Name: _____

1. Describe your area of interest and why you have chosen this particular area.

2. Describe the knowledge and skills you hope to gain as a result of completing your project in this area.

3. Identify two-three potential demonstration of learning projects in your area.

4. Identify two-three potential research paper topics for your project.

I _____ (student name) understand the importance of integrity and quality in the Senior Project. I will act with honor and to the best of my ability produce work that meets the standard of excellence set by LHS for the Senior Project. I understand there will be consequences for plagiarizing and/or misrepresenting information on any aspect of the Senior Project.

Student Signature

Date

Parent/Guardian Signature

Date

Faculty or Administration Signature

Date

MENTOR CONSENT FORM

STUDENT INFORMATION:

Name: _____
 First Last

MENTOR INFORMATION:

Name: _____ Number of years in this field: _____
 First Last

Company Name: _____ Job Title: _____

Work Address: _____

Work Phone () _____ Email: _____

Please list your qualifications and experience in the subject area of the student's project:

Role of the Mentor

- Schedule shadow hours with the student that consists of twelve hours of the student actively shadowing the mentor on the job and share information related to the career field.
- Help the student determine an appropriate demonstration of learning project related to the career field.
- Discuss with, and sign, the student's Mentor Reflection Journals to verify the student's learning and time spent shadowing.
- Complete the Mentor Evaluation Form.

I understand the above responsibilities and that my role as a mentor is to offer advice and direction for the above named senior. I am not expected to do any project work; my role is supervisory. Should I be unable to mentor this student during the course of the project, I will notify LHS and the student.

Mentor Signature Date

Student Signature Date

Parent/Guardian Signature Date

PARENT CONSENT FORM AND RELEASE OF LIABILITY

This document is to be read, discussed with the student, and filled out by the parent or legal guardian.

As the parent/guardian of _____, who is a student enrolled at Lutheran High School (LHS), I am aware that my son/daughter must pass all phases of the Senior Project in order to graduate from LHS. I also realize that if all phases of the project are not completed by the due date that my son/daughter will not be able to participate in the graduation ceremony and other end of the year activities.

I realize the importance of integrity and quality in the Senior Project and will to the best of my ability assist my son/daughter in acting with honor and in producing work that meets the high standards set by LHS for the Senior Project.

I fully understand that the selection of the various aspects of the Senior Project is a decision made independently, but with the approval of, the staff and the administration of LHS. All consequences of the Senior Project work choice, production, or experience, unless otherwise stated, rest solely with the student and the parent. I also realize that my son/daughter must complete twelve hours shadowing a mentor in their chosen field and twelve hours completing their demonstration of learning project.

I realize that working on the Senior Project may entail travel. We, the parent/guardian and student, agree to and do hereby indemnify and hold harmless LHS, its officers, agents, employees, and volunteers from any claim or demand made, and every liability, damage, or expense, of any nature whatsoever, which may be incurred by reason of any travel which is part of the Senior Project activities.

The student and parent/guardian whose names are signed below, accept full financial and legal responsibility for any cost or travel and the conduct of the student.

Student Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Name (print)

CAREER EXPLORATION FORM

Name: _____

Name of Career		
Average Yearly Salary	1 st Year	10 th Year
Credible Source of Salary Information		
Brief Description of Tasks & Responsibilities		
Education/Certification Requirements to Enter, & Remain in, this Career		
Examples of Career Opportunities, Clientele Served, & Specialty Fields within this Career		

MENTOR INTERVIEW FORM

Name: _____ Date of Interview: _____

Name of Mentor: _____

Location of Interview: _____

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

Question 8:

Question 9:

Question 10:

MENTOR REFLECTION JOURNAL

Name: _____ Date Recorded: _____

Time: _____

Total hours this log: _____

Total cumulative hours logged: _____

1. What are your goals for the time spent with your mentor?

2. What did you do during this time?

3. Reflect on your experience.

4. What are your next steps?

5. What evidence are you including with this journal? Why is this evidence important to your project?

Student Signature

Date

Mentor Signature

Date

MENTOR EVALUATION FORM

Student Name _____

Project _____

Please verify this student's efforts on his/her project. Since most of the time spent on the project phase of the assignment has been out of class, verification of the student's effort is necessary. Please answer the following questions to help us evaluate his/her project. This evaluation form is required for the project portfolio to be complete. You may fax this form to the school at (909) 596-3744 or give the form directly to the student. Feel free to email either Mr. Crites (dcrites@lhslv.org) or call 909-493-4494 x222 if you wish to discuss any of the information in this form.

Shadow Hours

1. Can you verify that he/she spent at least twelve shadow hours with you? Yes No

Comments:

The Project

2. Have you seen him/her grow over the course of the time spent shadowing you? How?

3. Describe his/her attitude and behaviors during the shadow hours. For example, were they punctual, polite, and coachable? Did he/she dress appropriately and display professionalism?

Mentor Signature _____

Date _____

Mentor Name (print) _____

FIRST QUARTER PORTFOLIO CHECKLIST

Completed	Revise	Missing	Assignment
			Portfolio Title Page
			Table of Contents
			Tab 1: College and Career
			Career Exploration Form
			Tab 2: Mentor Hours
			Subject Consent Form
			Parent Consent Form
			Mentor Consent Form
			Mentor Interview Form
			Mentor Reflection Journals and Evidence
			Tab 3: Demonstration of Learning
			Demonstration of Learning Form
			Tab 4: Research Paper (Tab Only)
			Tab 5: Evaluations
			Mentor Evaluation Form
			Tab 6: ESLRs
			*Junior Year ESLR Reflection Sheet and Evidence (x8)
			*Sophomore Year ESLR Reflection Sheet and Evidence (x8)
			*Freshman Year ESLR Reflection Sheet and Evidence (x8)
			*If Applicable

DEMONSTRATION OF LEARNING PROPOSAL FORM

Student Name: _____

Mentor's Occupation: _____

1. Describe your demonstration of learning project in detail.

2. How does this project relate to your mentor's occupation?

3. Why will this project be challenging for you, why will it meet the twelve hour time requirement, and why do you want to do this particular project?

4. What materials will you need to complete this project?

Student Signature Date

Parent Signature Date

Academic Lab Teacher/Admin Signature Date

SAT/ACT FORM

Name: _____

SAT/ACT Test Date	Score	Name of college(s) receiving scores

Student Signature

Academic Counselor Signature

RESUME FORM

Take heading off when printing

Name
Address
Phone
Email

Personal Statement:

- In 250-500 words describe your strengths, weaknesses, interests, and worldview.

School/Community Involvement:

- What school, community, and church groups have you been involved in and include any leadership positions you held in the group. Format it like the one below:
- Associated Student Body 2015-2018
 - Vice President 2017-2018
 - President 2018-2019

Recognitions/Achievements:

- List any awards or honors you have received during your high school years. This could be from a school, a church, or the community. Format it like the ones below:
- Social Studies Department Award for US History 2016
- First Team All-Conference in Football 2015, 2016, 2017

Education:

- Lutheran High School Class of 2018 GPA (Include cumulative GPA if over 3.0)

Enrichment Opportunities:

- List any enrichment opportunities you have had during your high school years. One example is Sail Academy for ROTC students. Another example is a family trip to Washington D.C. for a week during the summer. A third example is Boys or Girls State.

References:

- List names, phone numbers, and emails, of people who would give you a good recommendation and your relationship to them. For example, is the person a teacher, a coach, a boss, a family friend etc..

SCHOLARSHIP APPLICATION FORM

Name: _____ Date: _____

Please list at least three scholarship applications you completed for your senior project. Scholarships which do not require an application or an essay or which only require minimal information will not be counted.

Date Application Complete	Date Application Sent (If sent, put N/A if not)	Scholarship name, offering institution or foundation, and amount if known.

COLLEGE APPLICATION FORM

Name: _____ Date: _____

List at least two school/colleges you plan to apply to for the senior project. If you plan to apply to more than two schools, list all of them. You must complete one public university/junior college application and one private university application. Common Applications will only be counted for one school, as it is only one application. If you are unable to determine which schools you would like to apply to, Cal-Poly Pomona and Concordia Irvine will be your default choices. The Senior Project requires you to complete the applications but not to submit them.

Date Application Complete	Date Application Sent (If sent, put N/A if not)	University/School (One school per line)

FIRST SEMESTER PORTFOLIO CHECKLIST

Completed	Revise	Missing	Assignment
			Portfolio Title Page
			Table of Contents
			Tab 1: College and Career
			Career Exploration Form
			SAT/ACT Form
			Resume
			College Application Form
			College Applications
			Scholarship Form
			Scholarship Application(s)
			Tab 2: Mentor Hours
			Subject Consent Form
			Parent Consent Form
			Mentor Consent Form
			Mentor Interview Form
			Mentor Reflection Journals and Evidence
			Tab 3: Demonstration of Learning
			Demonstration of Learning Form
			Tab 4: Research Paper
			Research Paper Topic Form
			Tab 5: Evaluations
			Mentor Evaluation Form
			Tab 6: ESLRs
			Senior Year ESLR Reflection Sheet and Evidence (x4)
			*Junior Year ESLR Reflection Sheet and Evidence (x8)
			*Sophomore Year ESLR Reflection Sheet and Evidence (x8)
			*Freshman Year ESLR Reflection Sheet and Evidence (x8)

FIRST SEMESTER PORTFOLIO RUBRIC

Criteria	Deficient: 1	Poor: 2	Mediocre: 3	Satisfactory: 4
Portfolio Quality	Content includes marked items that remain uncorrected. Portfolio does not follow organization guidelines. Portfolio is sloppy, not typed, and/or incomplete.	Required content is included but a lack in the overall presentation of the material is evident. Organization does not adhere to the required order of tabs; two or more tabs may be misplaced.	Portfolio is complete and tidy. Organization generally adheres to the required order of tabs; one section/item may be misplaced. One-two items may not follow format; two different fonts in the portfolio.	Portfolio demonstrates superior craftsmanship and pride in content and appearance. Organization strictly adheres to the required order of tabs. All items are properly formatted; fonts match throughout the portfolio.
Evidence	Too little evidence for amount of hours required.	An adequate amount of evidence is included but not labeled.	A substantial amount of evidence is clear and labeled. Evidence adequately provides proof of hours required.	Evidence thoroughly demonstrates a quest for quality. Evidence more than provides proof of hours required.
Journals and Forms	Forms and journals are incomplete and/or unsigned.	The student misses multiple senior project deadlines. Journals and forms are minimally completed.	The student meets senior project deadlines with some teacher direction. Journals and forms are generally completed.	The student is self-directed and meets senior project guidelines on time. Journals and forms are thoroughly completed.
Demonstration of Learning	No demonstration of learning project is evident.	A moderate or limited project severely lacking evidence.	A clear and complete project. Evidence adequately provides proof of hours required.	An extremely strong project. Evidence systematically demonstrates proof of hours required.
Total			Score	/16

RESEARCH PAPER TOPIC FORM

Student Name: _____

Research Paper Topic: _____

Research Paper Type: Compare/Contrast Problem/Solution Cause/Effect Persuasive

1. Describe what your research paper will prove or explain.

2. What are two or three potential titles for your paper?

Lutheran High School has strict standards regarding academic integrity as outlined in the Student-Parent Handbook. In signing this document, you state that you are aware of, and understand, these guidelines and that there will be consequences for any act of plagiarism, forgery, or misrepresentation of information used in the research paper.

Student Signature

Date

Parent Signature

Date

English Department Approval

Date

Senior Project Research Paper Explanation

The research paper is the hardest part of the Senior Project, because it takes honest hard work, focus, clarity and attention to detail. The following is a list of the basic components/requirements for the research paper.

- MLA Format (last name/page # in upper right corner of each page, in-text citations and properly formatted, works cited page, 1-inch margins)
- Five-six pages in length double-spaced (does not include the title page or works cited page)
- Times New Roman size twelve font only
- Title Page
- Works Cited page with a minimum of six scholarly sources

Research Paper Categories

1. COMPARE/CONTRAST: Focuses on similarities and differences between/among two topics.
2. PROBLEM/SOLUTION: Describes a problem and offers a viable way(s) to solve it.
3. CAUSE/EFFECT: Noting a relationship between actions or events such that one or more are the result of the other or others.
4. PERSUASIVE: Persuade a reader to adopt a certain point of view or to take a particular action.

Remember also that there are three kinds of papers that you MAY NOT write . . .

1. HOW-TO: First, do this. Then, do that. On and on it goes.
2. HISTORY-OF: This happened. Then that happened. On and on it went.
3. BIOGRAPHY: Same as above—it's the "history of" a person.

The problem that should be clear is that these choices report **FACTS** without giving much opportunity to **ANALYZE** them. (In other words, they give lots of concrete details, but no meaningful, interesting, insightful commentary. **BOR-ING!!!**)

Internet Research

The following is a list of internet sources **NOT** acceptable for research papers. This is not a complete list and more may be added as necessary.

DO NOT USE

Ehow.com
Wikipedia.com
About.com
Facebook.com
Ask.com
Blogspot.com
Blogs
Online encyclopedias
Infoplease.com
Any site that is a personal site

Instead, **USE:**

Books Believe it or not, still the best and most trusted source. Start here!

Mentor

Google scholar

EBSCO: It is likely that your local public library has a subscription to this service. Once you have entered the database, you may search from a variety of approved and appropriate sources. Hint: Make sure you click on the full articles only tab to ensure you don't get abstracts, which are just small pieces of the source. If you are stuck, ask a librarian.

The Internet Public Library The IPL contains a wide range and variety of websites, with access to Subject Collections, Ready Reference, and magazines and newspapers.

Infomine Originating from the University of California at Riverside, the site has access to important educational and research tools, with over 100,000 links.

American Memory From the Library of Congress special collections, this site provides full-text access to primary and archival materials relating to United States history and culture.

Statistical Resources on the Web Compiled by the Documents Center at the University of Michigan Library, the site has hundreds of statistical files, mainly from government sources, on such topics as demographics, consumers, education, foreign trade, health, and science.

NYPL Digital Gallery This New York Public Library site provides access to digital collections of primary sources and printed materials, including books, photographs, manuscripts, and maps.

Government hosted sites

University hosted sites

Other Helpful Sites:

Best way to create your working bibliography and works cited page: www.easybib.com,

Purdue online writing lab (OWL): <http://owl.english.purdue.edu/>

Source Finder - Internet

Directions: As you find WEB SITES as potential resources for your paper, fill out as much of the information below as you can. Remember, not ALL of the information listed will apply to each site; if that is the case, please write "N/A" in the space provided. Remember, **general or online encyclopedias are not valid sources for this research project.** Check with librarians for help in finding specialized materials for your topic . . .

Web Site Address (URL):<_____>

Author(s) Name(s): _____

Title of the Web SITE: _____

Title of the Web PAGE: " _____ "

Sponsoring or Associated Institution: _____

Date Created Revised: _____

Date Viewed: _____

Search Engine Used: _____

Keywords Used: _____

*You must have a **PRINTOUT** of all online-accessed sources that you use in your research. These printouts must be included with the submission of the Rough Draft and Final Draft of the research paper.*

Collecting Internet Research

Directions: Follow these steps when collecting sources on the internet.

Web search tips

Before searching in Google using plain language, consider crafting your search with specific techniques to retrieve more relevant results.

AND is implied in Google searches and therefore is not necessary. Separate searches for [environmental policy] and [environmental AND policy] will retrieve the same results

Quotation marks (" ") will limit your search to a specific phase.

["climate change"] will search for results with this exact phrase. A search for [climate change] will search for results with instances of both the words climate and change, and retrieve such unrelated results as "The political climate has changed since the adoption of free trade."

OR helps you search using multiple words which express a similar concept.

OR must be capitalized so Google understands this is a searching word, not a word to be searched. For example, [teenager OR adolescent OR youth]

Word order and word choice are important.

[Genetic engineering] and [engineering genetics] will retrieve different results

Asterisks (*) will retrieve words with multiple endings.

Canad* will retrieve Canada, Canadian, and Canadians
feminis* will retrieve feminism, feminisms, feminist, and feminists

(~) helps you to search for synonyms and can help you locate words with similar meanings.

ex. ~car will retrieve automobile, vehicle

Step 1: Perform a search.

- A. Use your favorite search engine to look up a topic
- B. Use as specific wording as you can. You can always broaden your search.

Step 2: Scan your search results and consider:

- A. The web address- is it .org, .gov, .com?
- B. The summary- does it really sound like what you are looking for?
- C. Have you heard of it before?

Step 3: Once you have found a site that looks good, click!

Step 4: Scan the site (before you print) and look for the following:

- A. Does it have an author? Does he or she seem reputable? Have you heard of them in relationship to your topic?
- B. When was the site created? Hint: old=bad
- C. Does it look professional?
- D. Are they trying to sell you something? This usually indicates a biased site.
- E. Read a paragraph. Does it seem legit? Is it free of grammar and spelling errors?

Step 5: Create a works cited entry using an online tool such as Easy Bib or Bib Me

SENIOR PROJECT PAPER RUBRIC

Name	Date Submitted				
Proficiency	Deficient: 1	Poor: 2	Mediocre: 3	Satisfactory: 4	Superior: 5
MLA Format Heading Pagination Font Spacing Margins	Less than two criteria appropriate and correct	Two criteria appropriate and correct	Three criteria appropriate and correct	Four criteria appropriate and correct	All five criteria appropriate and correct
Length	*	*	3-4 pages	4-5 pages	5-6 pages
Organization (counts twice)	Four or five criteria incorrect or inappropriate	Three criteria incorrect or inappropriate	Two criteria incorrect or inappropriate	One criteria incorrect or inappropriate	Introduction is clear and engaging. Topic sentences relate to thesis. All information in paragraphs supports topic sentence. Paragraphs follow effective format and order set by thesis. Conclusion effectively sums up content.
Organization					
Diction	Four or five criteria incorrect or inappropriate	Three criteria incorrect or inappropriate	Two criteria incorrect or inappropriate	One criteria incorrect or inappropriate	Clear and specific. Creates appropriate tone. Written in third person. No contractions, slang, or informal language.
MLA Internal Citations	*	Citations incorrectly formatted throughout the paper.	Citations properly punctuated, placed, and formatted in a portion of the paper.	Citations properly punctuated, placed, and formatted in a majority of the paper.	All citations properly punctuated, placed, and formatted throughout the paper.
Conventions Mechanics Usage Grammar Spelling	Major and/or numerous errors make it clear little to no editing has been done.	Major or repeated errors which restrict understanding in part(s) of the paper	Several errors. Distracting to read.	Some minor errors	There are no errors
Content (counts three times)	Lacks clear focus of subject matter. Paragraphs underdeveloped through the paper. Inadequate commentary. Paragraphs lack balance and/or connection.	Broad scope of topic. Develops topic with marginally relevant details with heavy reliance on sources. Commentary is simplistic. Several underdeveloped paragraphs	Less narrow focus. Develops topic with relevant but heavy reliance on details from sources. Commentary is awkward or forced. Some portions of paper significantly better than others.	Narrowly focuses on one topic. Develops topic with relevant concrete details from sources. Uses appropriate commentary to expand on details.	Narrowly focuses on one topic. Fully develops main ideas. Seamlessly balances concrete details from sources and commentary.
Content					
Content					
Number of Sources Cited	*	*	4-5 sources cited	6 sources cited	7-8 sources cited
Works Cited Page	Incorrectly formatted with less than six sources	Incorrectly formatted with six sources scholarly or non-scholarly	Correctly formatted with six non-scholarly sources	Correctly formatted with six scholarly sources.	Correctly formatted with more than six scholarly sources.
Total					
SCORE					/60

Please note the following circumstances will result in an automatic grade of "F" for the research paper.

A paper that is not typed and double-spaced, anything marked with an asterisk in the rubric, or willful plagiarism

THIRD QUARTER PORTFOLIO CHECKLIST

Completed	Revise	Missing	Assignment
			Portfolio Title Page
			Table of Contents
			Tab 1: College and Career
			Career Exploration Form
			SAT/ACT Form
			Resume
			College Application Form
			College Applications
			Scholarship Form
			Scholarship Application(s)
			Tab 2: Mentor Hours
			Subject Consent Form
			Parent Consent Form
			Mentor Consent Form
			Mentor Interview Form
			Mentor Reflection Journals and Evidence
			Tab 3: Demonstration of Learning
			Demonstration of Learning Form
			Tab 4: Research Paper
			Research Paper Topic Form
			Rough Draft Research Paper Title Page
			Rough Draft Research Paper
			Rough Draft Works Cited Page
			Tab 5: Evaluations

THIRD QUARTER PORTFOLIO CHECKLIST

			Mentor Evaluation Form
			Tab 6: ESLRs
			Senior Year ESLR Reflection Sheet and Evidence (x4)
			*Junior Year ESLR Reflection Sheet and Evidence (x8)
			*Sophomore Year ESLR Reflection Sheet and Evidence (x8)
			*Freshman Year ESLR Reflection Sheet and Evidence (x8)
			*If Applicable

SENIOR PROJECT PORTFOLIO CHECKLIST

Completed	Revise	Missing	Assignment
			Portfolio Title Page
			Letter to Panel Judges
			Table of Contents
			Tab 1: College and Career
			Career Exploration Form
			SAT/ACT Form
			Resume
			College Application Form
			College Applications
			Scholarship Form
			Scholarship Application(s)
			Tab 2: Mentor Hours
			Subject Consent Form
			Parent Consent Form
			Mentor Consent Form
			Mentor Interview Form
			Mentor Reflection Journals and Evidence
			Tab 3: Demonstration of Learning
			Demonstration of Learning Form
			Tab 4: Research Paper
			Research Paper Topic Form
			Research Paper Title Page
			Research Paper
			Works Cited Page
			Research Paper Self-Evaluation Form

SENIOR PROJECT PORTFOLIO CHECKLIST

			Lab Teacher Research Paper Rubric
			Tab 5: Evaluations
			Mentor Evaluation Form
			Parent Evaluation Form
			Senior Project Self-Evaluation Form
			Tab 6: ESLRs
			Senior Year ESLR Reflection Sheet and Evidence (x4)
			*Junior Year ESLR Reflection Sheet and Evidence (x8)
			*Sophomore Year ESLR Reflection Sheet and Evidence (x8)
			*Freshman Year ESLR Reflection Sheet and Evidence (x8)
			*If Applicable

(Enter Date)

Dear Panel Judges:

Paragraph 1: Describe the general area of interest, i.e., history, art, music, etc., and why you chose this area. Give a general picture of your project. Explain who your mentor was and the person's qualifications to mentor your project.

Paragraph 2: Discuss what your paper was about and what you learned about the topic, the process of writing a research paper, and about yourself. Explain how the research and the paper topic was a learning experience.

Paragraph 3: Describe your demonstration of learning, what it was, who was involved, and what was learned through completing it.

Paragraph 4: Discuss what your plans are for after high school and the effects your project has had on those plans, if any. Address how you have grown in the ESLR areas through the course of the project and your high school years.

Sincerely,

Your Signature

Sue Ann Smith

PRESENTATION PANEL PROCESS

The presentation process consists of two steps, the rehearsal presentation and the final presentation.

A three-member panel of staff members and parents will hear the rehearsal presentation. The goal of the rehearsal presentation is to ensure you are ready for the final presentation. It gives you a chance to perform your presentation in front of a live panel and gives the panel an opportunity to provide you with feedback. This presentation is for feedback only; there is no grade.

A three-member panel of staff members and members of the LHS Board of Directors will hear the final presentation. The final panel will review your portfolio before listening to your presentation. This panel will have a final say regarding whether you pass or fail your presentation.

PRESENTATION TIMELINE

Each presentation time slot is thirty minutes in length. The presentation, including the demonstration, should be fifteen-twenty minutes. Once completed with the presentation, the student should exit the classroom. The panel judges will take a few moments to confer and will call the student back to ask any clarifying questions and give feedback.

POWERPOINT OUTLINE

Presentations longer than sixteen slides are allowed if the presentation follows the technical guidelines and relays the appropriate information. However, presentations shall not have less than sixteen slides.

Title Slide

Slide 1) Include the vocation, your name, your lab teacher, the date of your presentation

Your vocation

Slide 2) Explain the main roles and responsibilities of someone in this vocation

Slide 3) Discuss why you chose this particular vocation

Mentor

Slide 4) Identify who your mentor was and why you chose that person

Slide 5) Discuss what you did during your shadow hours and what you learned

Slide 6) Discuss how your shadow hours have impacted your view of your chosen vocation

Demonstration of Learning

Slide 7) Identify what you chose and why you chose this particular demonstration

Slide 8) List the resources used and the costs associated with completing the demonstration

Slide 9) Describe the process and time commitment for completing demonstration

Slide 10) Title slide "Demonstration". This is where you speak specifically about your demonstration.

ESLRs

Slide 11) Discuss how this profession can be seen as a vocation and not just a career.

Slide 12) Reflect on how you have grown in the area of Faith during your high school years

Slide 13) Reflect on how you have grown in the area of Stewardship during your high school years

Slide 14) Reflect on how you have grown in the area of Citizenship during your high school years

Slide 15) Reflect on how you have developed Productive Skills/abilities during your high school years

Overall

Slide 16) Reflect on what was learned in completing the senior project and how this experience has affected your future

POWERPOINT TECHNICAL GUIDELINES

- 1) In general, follow the 4x4 rule, 4 lines of text of four words; you may go up to 6X4 (6 lines of text of four words) with no period at the end of the line
- 2) Bullet points contain no articles, conjunctions, or prepositions
- 3) Bullet points have no more than two sub-points
- 4) For symmetry, if one bullet-point as a sub-point, all bullet points on that slide need a sub-point
- 5) Readability is essential. Choose an appropriate font with a font size of at least twenty-four points.
- 6) Choose appropriate contrast between the font color and the background color. Do not choose a background with gradient shading. Do not choose visually offensive backgrounds (i.e. neon pink)
- 7) Illustrations make the presentation visually appealing but avoid clipart or animated images.
- 8) Slide transitions move from left to right and are professional (i.e. avoid flying and spinning text)

SPEAKING TIPS

While practicing your presentation focus on the six traits that make up the acronym PVLEGS

Poise

- Appear calm and confident
- Avoid distracting behaviors

Voice

- Speak every word clearly
- Use a volume level appropriate for the space

Life

- Express passion and emotions with your voice

Eye Contact

- Connect visually with the panel members
- Look at each panel member

Gestures

- Use hand motions appropriately
- Move
- Have an expressive face

Speed

- Talk with appropriate speed: not too fast, not too slow
- Use pauses for effect and emphasis

REHEARSAL AND FINAL PRESENTATION DRESS CODE

Overall:

Clothes should be neat and clean.
Neat and well-groomed hairstyles are important.
Good personal hygiene is expected, which means conservative use of make-up, nail polish, colognes, perfumes, body lotions, after-shave lotion, etc.
Wear conservative jewelry (careful of dangling earrings, clanging bracelets, and other distracting accessories).
NO chewing gum!
Avoid undergarments that do not, uh ... stay under.
Avoid dirty, damaged, or scuffed shoes.
Avoid wrinkles. No, a jacket won't disguise a wrinkled shirt beneath. Yes, people notice wrinkled pants.

Girls:

Dress blouse
Blouses should not show any cleavage or midriff—stand in front of the mirror and raise your arm to test
Dress slacks or skirt
Slacks should not be too tight
Skirts should not be too tight or too short—no more than two inches above the knee.
If wearing nylons or tights, they should be sheer or opaque, not patterned.
Dress shoes without platforms, preferably closed toe

Boys:

Dress slacks
Long-sleeve dress shirt tucked in with a belt
Tie
Dress socks and dress shoes
Do not wear pants below your waist
Do not wear tennis shoes, even dark colored ones

Note: The only exception to the dress rules is if you are dressed to coordinate with your vocation. Such exceptions must be approved by your lab teacher prior to the presentation.

Always remember that first impressions count and are made within the first three seconds of an introduction. Dress is an important part of how the panel perceives you. Your attire can have a very positive affect on your presentation grade!

PROJECT PANEL TIPS

This culminating activity is incredibly important, so your successful completion rests on proper preparation. The following tips are recommended to help you prepare for your presentation.

- 1) Do not procrastinate.
- 2) Obtain any resources needed for your presentation as soon as possible. You do not want to be driving all over Los Angeles the night before your presentation.
- 3) At home, put all of your materials in a safe place where curious little siblings and pets are not able to accidentally break something.
- 4) Practice your presentation in front of a mirror at least once while timing yourself.
- 5) Make an audio, or better yet a video, recording of your presentation at least once while timing yourself.
- 6) Perform your presentation in front of a caring adult or two at least once. Ask them to time you and provide feedback.
- 7) Refer back to number one.
- 8) Test all your equipment the day before and the day of your presentation to make sure it works properly.
- 9) Arrive well before your scheduled time.
The panel may be ahead of schedule and allow you to go earlier.
You do not want to rely on best-case scenarios when it comes to traffic and traffic lights. You want to time calm down and prepare yourself rather than rushing from the parking lot straight into your presentation
- 10) Upon entering the room for your presentation, shake each panel member's hand and introduce yourself.
- 11) After completing your presentation, ask the panel members if they have any questions.
- 12) In answering a panel member's question, be honest instead of making up something. Do not say, "I don't know." Instead, say, "I did not come across that in my research."
- 13) When the presentation is completed, shake each panel member's hand and thank them for their time.
- 14) Refer back to number one.

REHEARSAL PRESENTATION EVALUATION FORM

Student Name: _____ Length of presentation: _____

Criterion	Comments
The student was organized and his/her appearance was professional and appropriate.	
The PowerPoint looked professional and included relevant facts and visual aids.	
The student spoke in a poised and engaging manner with a minimum of distracting behaviors.	
The student demonstrated a proficient understanding of their chosen profession.	
The student demonstrated mastery of the demonstration subject area/matter.	
The student demonstrated a competent level of understanding of vocation, as it applies to their chosen profession.	
The student demonstrated a competent level of reflection as it applies to their understanding of faith.	
The student demonstrated a competent level of reflection as it applies to their understanding of stewardship.	
The student demonstrated a competent level of reflection as it applies to their understanding of citizenship.	
The student demonstrated that significant growth and learning have occurred through the high school years and in the completion of the Senior Project.	

Judge's Name: _____ Judge's Signature: _____

FINAL PRESENTATION EVALUATION FORM

Student Name: _____

Date/Time: _____

Criterion	Poor	Mediocre	Satisfactory	Superior
The student was organized and his/her appearance was professional and appropriate.	1	2	3	4
The PowerPoint looked professional and included relevant facts and visual aids.	1	2	3	4
The student spoke in a poised and engaging manner with a minimum of distracting behaviors.	1	2	3	4
The student demonstrated a proficient understanding of their chosen profession.	1	2	3	4
The student demonstrated mastery of the demonstration subject area/matter.	1	2	3	4
The student demonstrated a competent level of understanding of vocation, as it applies to their chosen profession	1	2	3	4
The student demonstrated a competent level of reflection as it applies to their understanding of faith.	1	2	3	4
The student demonstrated a competent level of reflection as it applies to their understanding of stewardship.	1	2	3	4
The student demonstrated a competent level of reflection as it applies to their understanding of citizenship.	1	2	3	4
The student demonstrated that significant growth and learning have occurred through the high school years and in the completion of the Senior Project.	1	2	3	4
Length of the presentation	Less than 12 minutes	12-14 minutes	14-16 minutes	16-18 minutes

Superior: Exceeds the standard

Mediocre: Meets parts of, but not all of, the standard

Satisfactory: Meets the standard

Poor: Does not meet the standard

Judge's Name: _____

Judge's Signature: _____

Additional Comments:
