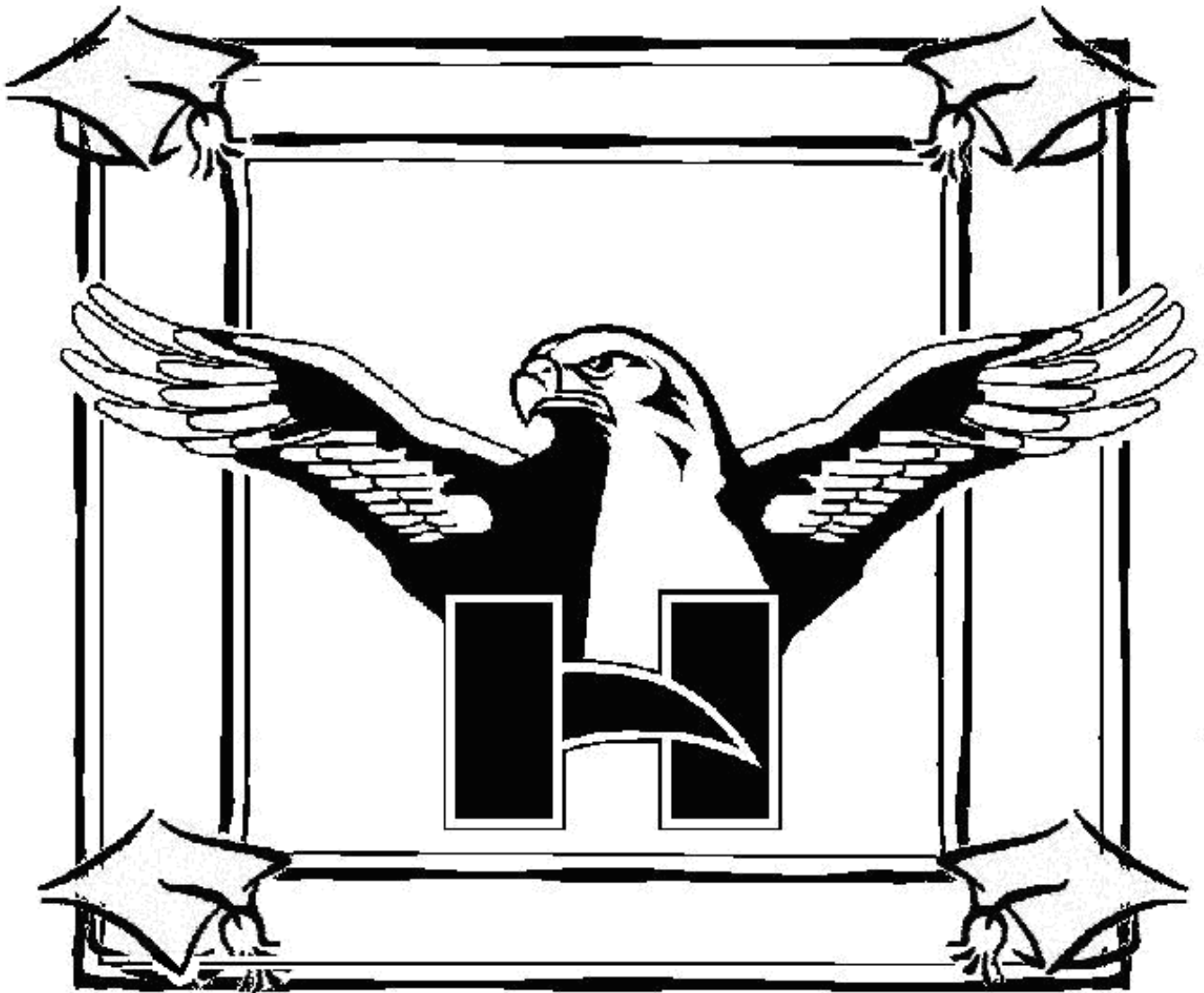


Hillgrove High School SENIOR PROJECT



STUDENT HANDBOOK

2016-2017

Name _____

Hillgrove High School
SENIOR PROJECT 2016-2017

Principal
Christian Suttle

Senior Project Steering Committee

Senior Project Coordinator: Emily Ellwood
Operations: Michael Tydings
Assistant Principal for Senior Project: Samuel Sanford
English Department Chair: Sylvia Spruill

Mentor Coordinator: Connie Nelson
Judges Coordinator: Kelly Colvin

*4165 Luther Ward Road
Powder Springs, GA 30127
678-331-3961*

Hillgrove High School Senior Project
Student Handbook 2016-2017

Table of Contents

THE SENIOR PROJECT AT HILLGROVE HIGH SCHOOL.....2
REQUIREMENTS FOR SUCCESSFUL COMPLETION OF SENIOR PROJECT.....3
PACING GUIDE
 Fall Semester 2015 Error! Bookmark not defined.
 Spring Semester 2016 5
CONSEQUENCES of FAILURE to MEET DEADLINES 6
TOPIC SELECTION GUIDELINES.....7-8
TOPIC SUGGESTIONS.....9
PROCLAMATION SLIDE.....10
STUDENT/MENTOR RESPONSIBILITIES.....11
WRITE A THANK YOU NOTE TO MENTOR.....12
PORTFOLIO GUIDELINES.....12
PRESENTATIONS: A GUIDE.....13-14
PARENT CONSENT..... 15
ADVANCE FIELD TRIP ABSENCE FORM.....16
RESEARCH PAPER RUBRIC.....17
PORTFOLIO CHECKLIST.....18
PORTFOLIO RUBRIC.....19
PRESENTATION EVALUATION RUBRIC.....20-21
LETTER TO THE JUDGES FORMAT.....22
REFLECTIVE JOURNAL.....23
RESUME.....24
RESUME RUBRIC.....25

The Senior Project at Hillgrove High School

THE PURPOSE OF THE SENIOR PROJECT:

The Senior Project at HHS is an opportunity for you to demonstrate what you know and to showcase your achievement. It must be successfully completed as a 20% component of your senior English class, which is required for all graduating seniors. Senior Project has been highly acclaimed and proven successful in many high schools across the country.

The Senior Project is a fitting conclusion to your high school education. Through the project, you are able to demonstrate accumulated skills in time-management, research, problem-solving, human interaction, organization, and public-speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities which you will be expected to demonstrate as college students and/or employees.

THE FOUR PHASES OF THE SENIOR PROJECT:

Each phase must be completed and graded before credit will be given on the next component.

- The first is a **research paper**. You must research and document information on a subject of your choice ~ a subject in which you have an interest, but are not already an expert. Your research must be a worthwhile **stretch beyond what you already know**. As part of your research, you must obtain a mentor to assist in advising you throughout the project. Your mentor cannot be a Hillgrove faculty member, a family member or anyone under 21 years of age. Your mentor must be someone who is knowledgeable or a professional in the area of your interest. Your mentor will be guiding you and grading your finished product. You must spend face time with your mentor (a minimum of 8 of the 10 hours.)
- The second phase requires you to apply the information you have gained from your research to manufacture a **"product."** Your product may be an actual physical product, a performance or demonstration, or a service to the community. There must be a clear relationship between your research and your product. Select a product within your financial budget, keeping in mind that **you are not expected to spend money in order to complete the Senior Project.**
- The third phase of the Project is the **portfolio**. You must keep good records of your progress and preserve everything in a portfolio that demonstrates your journey throughout the entire Senior Project. These documents include personal notes, photographs, time logs with your mentor, journal entries, receipts, letters, your research paper, etc. Although components of the portfolio will be graded throughout the year, a committee will grade the entire portfolio for completeness and aesthetics at the end of the semester.
- The final phase of the project will be the **presentation**. This will be a speech of between eight to ten minutes, given before a board of judges. You will be assigned a date and time for your board well in advance.

If you adhere to the guidelines, meet the deadlines, and put forth your best effort, you will know that you have been successful in a life-long learning experience. All information is included in your handbook or will be given to you by your English teacher. It is imperative that you maintain good attendance so that you can be aware of any changes in dates or other vital information that becomes necessary as you move through the year.

Requirements for Successful Completion of Senior Project

PAPER

1. Five sources minimum. A personal interview counts as a source.
2. APA Style
3. Three to five typed, double-spaced pages in 12 point type
4. One inch margins
5. Works Cited page
6. Mixture of writer's words, quotes, paraphrases
7. Free from plagiarism (Plagiarism is cheating and results in an automatic zero on the paper. It also prohibits your continuing with the other components of the project.)
8. Turned in on or before due date

PRODUCT

1. Minimum of ten contact hours with mentor
2. Mentor time log required
3. Product may be tangible, service oriented, or skill-based
4. Product must present a learning stretch, taking you beyond what you have ever done before
5. Product related to research
6. Product completed by student...NOT by mentor or parent

PORTFOLIO

1. Title/Cover page (Proclamation Slide)
2. Table of Contents
3. Resume
4. Revised Letter to the Judges
5. Clean and Revised Copy of Research Paper
6. Mentor Logs
7. Mentor Evaluation and Product Verification Form
8. Photograph of You with Your Mentor
9. Thank-you Note to Mentor
10. Typed Reflective Journal
11. Supplemental Items including pictures, letters, plans, receipts

PRESENTATION

1. Between 8 and 10 minutes long
2. Judged on content and delivery
3. Appropriate business-style dress
4. Visual to enhance understanding of product
5. Portfolio available to panel

***Pacing Guide
Fall Semester 2016***

<u>Due Dates</u>	<u>Events</u>
Aug. 1-5	Introduction of Senior Project
Aug. 9	Resume
Aug. 9	Consequences of Failure to Meet Deadlines Form
Aug. 16	Approval of Research Topic & Product and Mentor by Approval Committee
Aug. 16	Signed Parent Consent Form (pending upon approval)
Aug. 23	Submit Mentor Information on-line
Aug. 22-26	Verification of Mentors by Mentor Coordinator
Aug. 22- Oct. 7	Classes work on research papers according to teacher schedules
Sept. 20	1 st Mentor Log Check by English teacher (Minimum of 4 hours) *No changes to product accepted after this date. **Last day to verify a mentor.
Oct. 11	Deadline for completion of research paper
Oct. 11	2 nd Mentor Log Check by English teacher (Minimum 7 hours)
Oct. 25	Deadline for 10 mentor hours- Work with mentor completed
Oct. 25	3 rd Mentor Log Check by English teacher (Minimum 10 hours: Product completed)
Oct. 25	Deadline for postmark/ fax of Mentor Evaluation/ Product Verification Forms
Oct. 25	Letter to Judges due
Nov. 1	Thank-you note to mentor due (verified by teacher)
Nov. 7	Portfolios due
Nov. 7	ALL SENIOR PROJECT MATERIALS MUST BE COMPLETED IN ORDER TO PRESENT.
Nov. 17	<i>Senior Project Boards Night!</i>
Nov. 17	Senior Evaluation of Senior Project

Pacing Guide

Spring Semester 2017

<u>Due Dates</u>	<u>Events</u>
Jan. 5-9	Introduction of Senior Project
Jan. 17	Resume
Jan. 17	Consequences of Failure to Meet Deadlines Form
Jan. 17	Approval of Research Topic & Product and Mentor by Approval Committee
Jan. 17	Signed Parent Consent Form (pending upon approval)
Jan. 24	Submit Mentor Information on-line
Jan. 23-27	Verification of Mentors by Mentor Coordinator
Jan. 23- March 3	Classes work on research papers according to teacher schedules
Feb. 14	1 st Mentor Log Check by English teacher (Minimum of 4 hours) *No changes to product accepted after this date. **Last day to verify a mentor.
March 7	Deadline for completion of research paper
March 7	2 nd Mentor Log Check by English teacher (Minimum 7 hours)
March 28	Deadline for 10 mentor hours- Work with mentor completed
March 28	3 rd Mentor Log Check by English teacher (Minimum 10 hours: Product completed)
March 28	Deadline for postmark/ fax of Mentor Evaluation/ Product Verification Forms
April 11	Letter to Judges due
April 11	Thank-you note to mentor due (verified by teacher)
April 11	Portfolios due
Apr. 11	ALL SENIOR PROJECT MATERIALS MUST BE COMPLETED IN ORDER TO PRESENT.
Apr. 27	<i>Senior Project Boards Night!</i>
Apr. 28	Senior Evaluation of Senior Project

Consequences of Failure to Meet Deadlines

One of the most important skills that the Senior Project teaches is time-management. By breaking up the components into required deadlines, students will learn how to take a semester project and tackle it in manageable segments. This is a vital skill both for college and for the workplace. Students must also learn to meet deadlines. If a deadline is not met, consequences will follow as outlined below. Students MUST do each of the following components in the order in which they are assigned. Since **each component of the Senior Project must be completed before the next component is begun**, it is vital that students complete assignments on time.

Deadlines for due dates have been set by the Senior Project Steering Committee and are NOT at the discretion of individual English teachers. Failure to meet a deadline will result in a penalty of 10 points (or 10%) for each day late up to 3 days; after the third late day, the final grade on that component will be a zero. **Please note, all material for the component must be submitted even if the work is more than three days late (grade = 0) in order to continue with the remainder of the Senior Project.** If a student feels that he/she has a legitimate excuse for being late on a component and should not be penalized, the student will have to address the Senior Project Steering Committee to make a personal appeal.

REMEMBER: Failure to complete one or more components of the Senior Project will result in a zero on that component and all components that follow.

I. RESEARCH PAPER - 10% of semester grade

The Approval Committee MUST approve your product, which must above all be a worthwhile challenge. Your English teacher will break the research paper into required components, including a thesis statement, an outline, note-cards, a rough draft, and a final draft. Be sure you are aware of all the deadlines and that you meet them.

Students who do not complete a research paper or who are caught cheating on any component of their research paper are ineligible to do the remaining components of the Senior Project and will have a zero as 20% of their English grade.

II. PRODUCT (*in conjunction with a legitimate mentor*) - 2.5% of semester grade

Students who have been approved for a product may secure a mentor and begin working on their product even though their research paper has not been completed. This is to allow students to have as much time as possible to complete the required 10 contact hours with their mentor. (Remember, students who fail to complete their research paper cannot get credit for work they have done with a mentor.)

Changing Your Product: Deadline for submitting product changes for committee approval is the week of the first mentor log check. Changes after this time may result in a deduction in the product grade to be determined by the committee.

If committee elects to give a zero on the changed product, the student will be ineligible to present on Senior Board Night.

Mentors will ultimately be responsible for grading students on their product. The mentor evaluation form containing the grade must be mailed or faxed to the school (addressed to Connie Nelson, Senior Project Mentor Coordinator) by the deadline. Students are responsible for reminding their mentors to get the evaluation forms returned on time.

*5 hours or less with mentor = 0 for the product and no presentation (grade of 0 for presentation)

**Over 5 hours but less than 10 = 50% of the mentor's evaluation; you will be allowed to present

III. PORTFOLIO of semester's work - 2.5% of semester grade

Students will keep a portfolio of their semester's work, which will ultimately be graded for completeness by the Portfolio Committee. Students MUST have completed their research paper, and the school must have received the Mentor Evaluation Form in order for the student to be eligible for a portfolio grade. The portfolio must be neat, and all pages must be in sheet protectors and placed in a three-ring binder.

IV. PRESENTATION - 5% of semester grade

Students who have successfully completed all three previous components by the deadlines established are eligible to give a presentation on the evening of the boards.

I understand the above information and agree to accept the consequences for failing to comply with the requirements.

Signature of Student: _____ Date: _____

I understand the responsibilities of my son/daughter in submitting materials by the deadlines established and in maintaining academic honesty and integrity.

Signature of Parent: _____ Date: _____

Topic Selection Guidelines

- **The research topic should be one in which you are highly interested, but not yet an expert.** If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate; *this would not qualify as a "learning stretch."*
- **The research topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable.** For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc). On the other hand, a student choosing to research the Application of Band-Aids to Skin Abrasions would probably have difficulty finding enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians*.
- **The research topic should be one that is intellectually and creatively challenging.** Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual stretch for you and one that is worthy of investigation.
- **Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a community service.** Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.
- **Avoid choosing topics that might involve expenses that you are not prepared to handle.** There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires you going to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.
- **Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by Cobb County schools will not be approved.** For example, avoid experiments that are potentially explosive; stay away from activities such as handling poisonous snakes; steer clear of investigations of pornography web sites or other unsavory areas.
- **Primary research shows originality and intellectual maturity.** Choose a topic that will allow you to do a personal interview, survey, scientific experiment, etc. for research.
- **Before making your final choice, do some preliminary research.** Investigate your main areas of interest to be sure that you can locate abundant research material to complete your paper. This exploration might open new possibilities for your final topic.
- **Use good judgment when selecting your topic.** Not only must your topic be approved by your parents and a committee, but your ultimate presentation must be appropriate for a review board of community and faculty judges. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected. **A committee will review any topics/products deemed questionable for final approval.**

Guidelines for Choosing a Product

In an effort to get more productive and better quality products, we are looking to make some improvements to common Senior Project products. A product is something you physically make, a specific skill you learn, or a service you perform for the community. If you choose one of the following topics, the following are the minimum requirements.

Coaching a sport:

- You work with the team for a the whole season (even if it is more than 10 hours)
- You watch at least one game early in the season and find 2-3 skills the team needs to work on
- You create practices which address improvement of each of these skills
- You watch at least one game and reflect on how your practices affected the team's performance

Teaching a class:

- You will work with the teacher to discuss what skills you will teach.
- You will create a lesson plan according to state standards that address the skills.
- You will create an assessment for the students to judge how they perform the skills.
- You will reflect on what you did well and what you need to improve upon.

Medical Field:

- Due to patient confidentiality and product guidelines, the medical field is not a good area to work within Senior Project. Are you willing to let another student learn a medical skill with your body? What will you create that is a 10 hour stretch? Most likely, a service to the community is your best bet. Proceed with caution.

Personal Training:

- Initial analysis of a client
- Initial physical measurements of client and strength measurements
- Creation of a work out plan for the client
- Log of all exercises done (what exercise, repetitions, sets, amount of weight) each day
- Final assessment of client (physical and strength measurements)

Learning to play an instrument:

- This will take more than 10 hours.
- Consider how you will show your learned skill (what song will you play?)

Business or Real Estate:

- Again, consider what your product will be before committing to this idea.
- Job shadowing is not a product.

Event Planning/Charity Drives:

- Your event must take place before Senior Project hours are due.
- Be conscientious about what event you plan. The date should be something that is set and will not change. Last minute changes causing your event to take place after hours are due is not an excuse.
- You should attend the event to take pictures and reflect on what worked and what needs improvement.
- Events must be large scale. Birthdays, baby showers, and wedding showers, while important, are not events that lend themselves to a Senior Project stretch.

Topics to avoid:

- Body piercing
- Tattoo art
- Topics related to family business
- Medical field

Topic Suggestions

MUSIC

COMPOSE A PIECE OF
MUSIC
LEARN & PERFORM A
DANCE

PHYSICAL FITNESS

DIET
PHYSICAL GOALS
LEARN A NEW SPORT
COACH A YOUTH LEAGUE
TEAM

HEALTH

VOLUNTEER
OPPORTUNITIES
ALTERNATIVE HEALTH

SOCIAL STUDIES

CULTURAL STUDY
POLITICAL INVOLVEMENT

FINE ARTS, CRAFTS

SEWING
POTTERY
JEWELRY
STAINED GLASS
GLASS BLOWING

MATH/SCIENCE

MATHEMATICS THEORY
ASTRONOMY
ENVIRONMENTAL ISSUES
ROBOTICS

EDUCATION

LEARNING STYLES
EARLY CHILDHOOD
EDUCATION
SCHOOL REFORM

RELIGION, PHILOSOPHY

COMPARATIVE STUDIES
DEVELOP A PERSONAL
RELIGION/PHILOSOPHY

SPACE

EXPLORATION
EXTRATERRESTRIAL
THEORIES
NEW DISCOVERIES

HOME ECONOMICS

GARDENING
CATERING/EVENT
PLANNING

SOCIAL ISSUES

CHILD ABUSE
VOLUNTEER WORK
HOMELESSNESS
TEEN SUICIDE

LITERATURE

CREATIVE WRITING
FOLKLORE
CHILDREN'S LITERATURE

BUSINESS

ENTREPRENEURSHIP
TRENDS
MOCK INVESTMENTS

TRAVEL

VACATIONS
LANGUAGE
EXPLORATIONS

CAREERS

JOB MARKET RESEARCH
PERSONAL GOALS

TECHNICAL ARTS

WOOD
METAL
CARS/MOTORCYCLES
BOOK ILLUSTRATION

PHOTOGRAPHY, FILM

MAKE A DOCUMENTARY
LEARN PHOTOGRAPHY
ANIMATION

OUTDOORS

SCIENTIFIC FIELD
RESEARCH
HIKING/ORIENTEERING
MOUNTAIN CLIMBING

ALL TOPICS ARE SUBJECT TO REVIEW BY SENIOR PROJECT COMMITTEE.

Thanks to Kelli Self, Reynolds High, for this page

Proclamation Slide*

Once you have decided upon a research topic and a product, it's time to create a Title Page/ Proclamation Slide for your portfolio. You will do this with a **Proclamation Slide**, which can eventually serve as the beginning of your presentation. (Remember this can be inserted in various media formats.)

The **PROCLAMATION SLIDE** must follow the following guidelines:

- It must contain the following information
 - Your Name
 - Your English teacher's name and period
 - Research Topic of your paper
 - Product you will be developing, demonstrating, or creating
 - A graphic or picture related to your product

Student/Mentor Responsibilities

The senior student is responsible for:

- ◆ Securing an appropriate Mentor.
- ◆ Completing and submitting all required Mentor forms.
- ◆ Being prepared and punctual for all appointments with Mentor.
- ◆ Transportation to and from Mentor location.
- ◆ Communicating with Mentor, as needed, in a timely manner.
- ◆ Spending a minimum of **10 contact hours** with (**face to face minimum of 8 hours**) the Mentor. If you have any issues with fulfilling your hours due to scheduling conflicts, see your English teacher promptly. (See p.6 for consequences of failure to meet deadlines.)
- ◆ Mentor is not responsible for any costs.

Mentor qualifications:

- ◆ Cannot be a member of the student's family.
- ◆ Must be an adult (at least 21 years of age).
- ◆ Must be an expert or professional in the field/area of mentoring.
- ◆ Cannot be a faculty member of Hillgrove High School.

A Senior Project Mentor is responsible for:

- ◆ Advising and assisting student in the planning and development of his/her Senior Project product.
- ◆ Evaluating/grading the student's completed Senior Project *product*.
- ◆ Returning final Mentor Verification Form.
- ◆ Faxing or mailing the required evaluation sheet to Hillgrove (Cindy Ford) by the deadline.

Suggested resources I can use to find a mentor:

- ◆ Family members
- ◆ Friends of family
- ◆ Friends and their family members
- ◆ Hillgrove teachers / personnel
- ◆ Other educational facilities
- ◆ Employers and co-workers
- ◆ Associates through religious organizations
- ◆ Associates through civic and community organizations
- ◆ Associates through athletic organizations
- ◆ Community businesses
- ◆ Professional organizations
- ◆ Newspapers
- ◆ Internet

How to make the initial mentor contact:

- ◆ A mutual friend or acquaintance may make the initial contact for you
- ◆ Telephone (be prepared to leave an appropriate voice mail message)
- ◆ Letter
- ◆ E-mail

Initial mentor contact is the responsibility of the student. Your senior English teacher will not make initial contact with your mentor for you!

Write a Thank You note to your Mentor

Your mentor has spent many hours helping you through your product, so it is important that you express your thanks. Rather than purchase a printed thank-you note, take the time to write a personal note or write a thank-you letter. Your English teacher will clarify which method to use in class and will ask you to turn in your thank-you note for checking, with a stamped, addressed envelope. A copy of the thank-you note should be included in your portfolio.

Here are some guidelines to follow:

1. Start your thank-you with Dear _____ ,
2. **Be sure to include mention of what you are thanking your mentor for.** A statement beginning with, “I want to thank you for all of the hours you spent helping me carve my walking stick,” or “I want to thank you for allowing me into your classroom to observe and help the children develop their reading skills.” Express your thanks simply and directly.
3. **Next, include a line or two to say specifically what you appreciate about your mentor:** a specific quality, feature, or action would be appropriate. “You were always there when I needed you, and you always seemed happy to see me when I arrived for our sessions,” or “Your skill on the guitar was an inspiration to me throughout each of my lessons,” or “You had such great patience with me, even when I made really big mistakes.” Just be sure that you are honest in your comments.
4. **Finally, you should end the note with a general statement** such as, “You have really made a difference in my life, and for that I am truly grateful,” or “My Senior Project would not have turned out so well without your help,” or “You have really opened my eyes to how helpful an adult can be,” or “I hope that you will continue to mentor young people, because you have so much to offer.”
5. **Some further thoughts:**
 - ◆ Be sure to **close the note** with a word or phrase such as "Sincerely," or "With gratitude," and then **sign your name**.
 - ◆ Whatever you do, **never belittle your mentor’s help in any way**.
 - ◆ **Make sure your mentor’s last impression of you is a good one**.



Portfolio Guidelines

Your Portfolio is a physical record and documentation of the work you have done all semester for your Senior Project. It will be placed in your presentation room for your judges to see the evening of your presentation. As the judges look through your portfolio, they will get a clear idea of the scope of your work and the effort you have put forth.

Each student is responsible for neatly completing all required items and including them in their portfolio. Most students find that the best method for keeping work clean and for later assembling their portfolio is the use of sheet protectors. Sheet protectors can be purchased at any office supply store. **Do not wait until the end of the semester to purchase sheet protectors or to begin assembling your portfolio.** The more effort you put into regular maintenance of the Portfolio, the easier the final assemblage will be, and the less stressed you will be.

✓	ITEM (IN ORDER OF APPEARANCE)
	Cover Page (Use Proclamation Slide)
	Table of Contents
	Résumé
	<i>Revised</i> Letter to the Judges
	Clean copy of Research Paper
	Completed Mentor Hours Log
	Mentor Evaluation and Product Verification Form
	Photograph of you with your mentor
	Copy of Thank-You Note to mentor
	Final copy of Reflective Journal

Presentations: A Guide



Three areas of consideration for your presentation should be

- I. Visual
- II. Content / Talking Points
- III. Delivery & Appearance

I. VISUAL

- A. The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
- B. The visual should focus on “substance,” not “show.” Since it functions to help guide both you and the audience, it should not in itself be distracting, nor should it take attention away from you.
- C. The visual should be an outline of your talking points, and could be in any number of forms including (but not limited to):
 - 1. a flip-chart outline (minimal text)
 - 2. overhead transparencies (again, minimal text)
 - 3. a hand-out to be given to the judges to help them follow your speech.
 - 4. a poster
 - 5. a PowerPoint presentation (limited in number of slides, with minimal text on each slide). When using PowerPoint, care must be taken in the following ways:
 - a. Student must be very familiar with the program so as to use it with ease during the presentation
 - b. PowerPoint visuals must not distract from the speech itself
 - c. Students should use no more than eight slides, and slides should contain graphs, charts, or photographs of your product and not serve as a script for your presentation.
- D. A secondary visual may include your own photographs documenting the creation of your product, a video (no more than 2 minutes in length), a demonstration of a skill, or display of a tangible product. However, these items-if used- would further enhance your outline, and would not substitute for it. Your speaking time, regardless of visuals, must be 8 minutes.
- E. Be aware that any type of technology used in your presentation (TV, computer, overhead) may fail, so reliance on such a visual should be minimal.

II. CONTENT/TALKING POINTS

- A. Your speech should attempt to anticipate questions that might be asked about your Senior Project, and to answer those questions before they are asked. Certain questions should be answered by ALL presenters; other questions depend upon your particular Senior Project.
 - 1. Questions to be answered by all presenters
 - Why did you pick this topic for your research?
 - What did you hope to gain by researching this topic?
 - What DID you gain from your research?
 - How did you tie in your product to your research topic?*
 - What was your “stretch” in doing this particular product?*
 - What role did your mentor play in your product? Explain the process you went through in doing your product.
 - What challenges did you face in doing your Senior Project?
 - What were the benefits you derived (if any) from doing this project?
 - What costs did you encounter?
 - 2. Considerations for presenters with specialized topics
 - Be certain to define any technical or important terms for your audience.
 - What equipment did you need for doing the product?
 - What components made up this particular product that they audience should know?
 - Discuss the benefits of your product or the attributes that attracted/helped you.
- B. Imagine being in the audience for your presentation. Address those points that would be confusing or unusual, so that the audience fully understands your topic, your challenges, your triumphs, and your achievements. Be mindful that your audience may not be familiar with your topic; avoid using technical or topic-specific terminology without explaining it first.

III. DELIVERY & APPEARANCE

A. Delivery

1. Note cards may be used, but they should not be read; use your visual outline as you proceed through your presentation (by pointing to items as you speak).
2. Feel free to walk around a bit, within a defined area.
3. Use your hands to gesture for emphasis if you are comfortable enough to do so.
4. Use voice inflection and repetition to highlight important points and to keep interest.
5. Make eye-contact with all of the judges ~ not just one.
6. Face the audience at all times! Do not turn your back on your audience to look at a TV screen or an overhead projection.

B. Appearance

1. You should be clean and well-groomed.
2. You should be dressed in a manner appropriate for a business presentation.

Hillgrove High School appreciates *Joyce Taaffe* for her expertise and guidance in the formulation of this manual.

Further Suggestions for Presentations

From Toastmasters International *Better Speaker Series*

Requirements: The student is required to present an eight to ten minute speech with visual aids before a panel of judges. He or she should wear appropriate business attire. Students should avoid dressing as they would for a party or date.

Planning the Speech: The student should complete an outline to help organize the speech. It will help to write the main points of the speech on note cards and use those cards when practicing. Sufficient practice is the key to a good speech. Students should time the speech when practicing so they know the time limit is acceptable. Delivery techniques include: 1) speaking slowly and clearly 2) knowing the material 3) making frequent eye contact with the judges and 4) not reading from cards or a script.

Organizing the Speech: Basic Speech Outline

- 1) The Introduction
- 2) The Body
 - a) Main ideas or points
 - b) Supporting material
- 3) The Conclusion

Begin in the Middle

- 1) List key points
- 2) Arrange them in order
- 3) Expand those points
- 4) Develop an introduction
- 5) Develop a closing

Successful Speech Openings

- 1) Get attention
- 2) Introduce the topic
- 3) Establish rapport
- 4) Take 5 - 10 percent of the speech time

Some Opening Techniques

- 1) State importance of topic
- 2) Startle the audience
- 3) Arouse suspense/curiosity
- 4) Tell a story
- 5) Ask a rhetorical question
- 6) Begin with a quotation
- 7) Reference the occasion

Successful Speech Conclusions

- 1) Achieve closure
- 2) Summarize main points
- 3) Make an impact
- 4) Take five to ten percent of speech time

Some Closing Techniques

- 1) Use a quotation
- 2) Tell a story
- 3) Call for action
- 4) Ask a rhetorical question
- 5) Refer to the beginning
- 6) Repeat main points

Thanks to Kelli Self - Reynolds High - for this page

Parent Consent For Selected Senior Project

As the parent or guardian of _____, who is a senior enrolled at Hillgrove High School, I am aware that the Senior Project, completed as part of my son/daughter's senior English class, will comprise 20% of his/her English grade. The research paper will be 10% of the grade; the Presentation will be 5 %; the Product and Portfolio will each be 2.5%

For the **research paper**, my son/daughter has decided upon the following topic:

For the **Senior Project product** related to this research, my son/daughter is planning to do the following:

My son/daughter estimates that completing this product will involve a cost of approximately \$ _____, and that this is a reasonable expense.

I fully understand that the selection of the product component is a decision made independently of the staff and the administration of Hillgrove High School. All consequences of the product choice, production, or experience-unless otherwise stated-rest solely with me and my son/daughter. _____ has my permission to complete this product.

I release the school, the school district and its employees from all claims arriving from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the product component that he/she has chosen. I also realize the research and product must present a "learning stretch" ~ something that my son/daughter has NOT done before.

Finally, both I and my son/daughter understand that plagiarism is using another author's words or ideas without giving credit. ***I am aware that if my son/daughter plagiarizes ANY part of the research paper, he/she will receive a zero on the entire paper and will not be allowed to continue with the remaining parts of the Senior Project. This will result in a zero for 20% of his/her senior English grade.***

Date _____
Parent/Guardian signature

Home telephone number: _____ Work telephone number: _____

Email Address: _____ (please print clearly)

Date _____
Student signature

Hillgrove High School Advance Field Trip Permission Trip SENIOR PROJECT SCHOOL ABSENCE

- Eligible students may take one full day or two half-day absences for shadowing. Two half-day absences must be one morning and one afternoon.
- THE STEPS outlined HERE must be followed in order for approval for shadowing. Otherwise, the absence will NOT be excused. (1) Student signs form; (2) parent signs; (3) mentor signs; (4) teachers sign; and, then, (5) the Senior Project Administrator signs. All of this MUST OCCUR at least 48 hours **prior** to mentor shadowing.

Please excuse _____ (name of senior) from classes on _____ (date of shadowing). He/She will be shadowing his/her mentor, and is able to do so only during school hours. The student understands that he/she must make up all work, and must do so within **two days** following the absence. This absence is an excused field trip and should not count against the Attendance Incentive Policy.

To be completed by STUDENT prior to signing by teachers, parent, and mentor:

Reason for shadowing:

Why this cannot be done outside of school hours:

I affirm that all of the above information is true and accurate:

(1)*Student signature (required)

(2)*Parent signature (required)

(3)*Mentor signature (required)

(4)***TEACHERS:** Please sign below to verify that you have been notified of this absence:

Block 1: _____ Block 3: _____

Block 2: _____ Block 4: _____

(5) *Mr. Mitchell Askew, Senior Project Administrator

Date

This form MUST be turned in to the Attendance Office upon your check-in or check-out.

Senior Project Research Paper Rubric

Name: _____

Date: _____

Yes Test: You must receive all “yeses” for your paper to be scored. Any “no” will stop the process.

YES	NO	BASIC REQUIREMENT
		Paper Typed
		Thesis clearly stated in intro and referenced in the conclusion
		Correct documentation style used in text (APA or MLA)
		Citing evident
		Minimum 5 sources
		References/ works cited page present and correctly formatted
		Paper written in 3 rd person and present tense when applicable
		Paper meets minimum length standard
		Paper reviewed for plagiarism

- 5 – Clearly a knowledgeable, practiced, skilled pattern
- 4 – A knowledgeable, practiced, skilled pattern with few inconsistencies
- 3 – Evidence of a developing pattern
- 2 – Superficial, random, limited consistencies
- 1 – Unacceptable skill application

Content/Organization

Skill application demonstrated use which represents . . .	10	8	6	4	2
Introduction engaging and clearly defines thesis					
Thesis is challenging and focused					
Content connected to thesis is clarifying, exploring, explaining, developing					
Text Organization flows sensibly and smoothly -transition sentences					
Mixture of personal voice interwoven with research (interpretation)					
Conclusion thoughtful, engaging, clear, and goes beyond recap					

_____ / 60

Application of Sources

Skill application demonstrated use which represents . . .	5	4	3	2	1
Research information appropriately documented					
Enough outside information to clearly represent a research process					
Information connects to the thesis					
Sources on Works Cited accurately match sources cited within the text					
Evidence of sorting and selecting appropriate/salient secondary sources					

_____ / 25

Mechanics/Usage/Spelling/Format

Skill application demonstrated use which represents . . .	5	4	3	2	1
Pagination (top right heading on each page), 12 point font, Times New Roman, appropriate margins, and spacing					
Usage/Grammar, spelling, etc.					
Style / tone, proper tense, point of view, and formal language					

_____ / 15

Total Score _____ / 100

Name:

Teacher:

Portfolio Checklist, 2015-2016

*Items are not necessarily done in the order in which they are listed.
Items must be fully completed and signed where appropriate.*

✓	ITEM (IN ORDER OF APPEARANCE)
	Cover Page (Use Proclamation Slide)
	Table of Contents
	Résumé
	<i>Revised</i> Letter to the Judges
	Clean copy of Research Paper
	Completed Mentor Hours Log
	Mentor Evaluation and Product Verification Form
	Photograph of you with your mentor
	Copy of Thank-You Note to mentor
	Final copy of Reflective Journal

Information for You to Consider

1. In order for the Portfolio to receive a grade, you must
 - a. complete a Research Paper
 - b. fulfill the mentor requirement (ten minimum contact hours) as displayed by the Mentor Evaluation and Product Verification Form
2. Keep items neatly in the Portfolio as you complete them.
3. Most of your individual components of the Portfolio have already received grades from your English teacher (i.e. Résumé, Letter to the Judges, Research Paper, etc.). The final Portfolio grade is an indication of your efforts to keep up with your materials and to display them professionally.
4. Portfolio is due on _____.

Portfolio Rubric, 2015-2016

	Exemplary		Proficient		Satisfactory		Unsatisfactory	
Completeness (60 points)	All required elements are included, in order, and complete.	60	One required item is missing or insufficiently completed.	50	Two required items are missing or insufficiently completed.	40	Three or more required items are missing or insufficiently completed.	30
Quality of responses on Reflective Journal (20 points)	Responses and entries are detailed, thoroughly explained, and error free.	20	Responses lack elaboration but are adequate. Work may include 1-2 errors in conventions of language.	15	Responses do not include details and elaboration. Responses include 3-4 errors in conventions of language.	10	Many responses lack elaboration; more than 4 errors appear in conventions of language.	5
Appearance (20 points)	Appropriate elements of the portfolio are typed and are professional in appearance.	20	Portfolio is neatly typed and pages are clean and unsmudged, but portfolio may contain typographical errors.	15	Portfolio lacks professional appearance; some pages may be crumpled or smudged. Errors are evident throughout portfolio pages.			5

TOTAL POINTS _____ / 100 (2% of total class grade)

Presentation Rubric 2015-2016

Name of student _____ Date: _____ Judge #: _____

		Excellent 5	Above Average 4	Proficient 3	Developing 2	Unacceptable 1	Circle One
First Impressions	Did the student dress in and greet the judges in a professional manner?	Highly professional: Appearance above average and greeting genuine	Good/ average professional appearance and greeting seemed awkward	Lacking some professional attire and greeting was nervous	Too casual in appearance and greeting was mere formality, less than genuine	Dress was inappropriate/ unkempt and greeting was not attempted	0 1 2 3 4 5
	Was the student's letter to you polished and professional?	Well written; great flow to letter; no grammatical errors	Good letter but contained few grammatical errors	Letter was not well written and contained grammatical errors	Letter lacking in content and many grammatical errors	Poorly constructed letter and no apparent attempt to revise	0 1 2 3 4 5
Content of Speech	Was there an introduction with a hook?	Strong hook; very engaging	Hook was clear/ above average	Attempted hook, but artificial	Poor attempt at engaging audience	No attempt to hook audience	0 1 2 3 4 5
	Was there a purpose stated?	Student's purpose was genuine	Purpose was stated, but relevant	Purpose was somewhat unclear, but present	Poor reason for completing project	No purpose for doing project beyond compliance	0 1 2 3 4 5
	Did the student integrate knowledge, content, & experiences?	Fully integrated knowledge, content, & experiences in an organized, accurate & detailed manner.	Good/ average integration of knowledge, content, & experiences	Fair integration of knowledge, content or experiences	Some integration of knowledge, content, or experiences	Failed to integrate knowledge, content, or experiences	0 1 2 3 4 5
	Did the student refer to his/her research?	Research was clearly stated & informative-above expectation/ beyond average understanding	Research was stated and informative, but understanding was average	Research was mentioned, but lacked detail	Research was implied, but no understanding was evident	Research was weak	0 1 2 3 4 5
	Did the student address a learning stretch?	Exceptional stretch; clear and legitimate	Good stretch; mostly clear and legitimate	Limited stretch; limited	Implied stretch; not explicitly stated	Stretch was weak	0 1 2 3 4 5
	Was there a closing?	Clearly signaled and appropriate	OK closing, may have seemed awkward	Closing was present but abrupt	Closing was attempted but artificial/ out of place	Closing was weak	0 1 2 3 4 5

Delivery of Speech	Did the student speak in an articulate manner & integrate professional language?	Spoke clear and articulately; integrated professional language throughout the response; No "um's, uh's, er's"	Clear speech and articulate most of the time; language was professional but had some "um's, uh's, er's"	Spoke clearly but articulation was weak, lacking in professional language, had a fair amount of "um's, uh's, er's"	Sketchy use of professional language, lacking articulation, many "um's, uh's, er's"	Not articulate, no professional language, speech riddled with "um's, uh's, er's"	0, 1, 2 3 4 5
	Was the student's body language appropriate & gestures natural?	Highly Natural, at ease, & effective	Mostly natural and appropriate, lacking some ease	Fairly natural and effective, not at ease	Extraneous movements distracting, unnatural, stiff	Moved nervously throughout, extremely stiff and exceptionally distracting gestures	0, 1, 2 3 4 5
	Did the student's eye contact seem natural?	Excellent. Sustained, appropriate, and natural	Good. Mostly natural and sustained.	Appropriate and fairly consistent, natural	Intermittent or inconsistent	Limited	0, 1, 2 3 4 5
Product: Physical, Demo Performance, or Service	Did the product reflect any effort?	Excellent effort is evident. Commendable	Good amount of effort evident. Well done.	Fair amount of effort evident. OK.	Some effort evident.	Little effort was evident.	0, 1, 2 3 4 5
	Did the product clearly relate to the research?	Exceptionally clear.	Clearly related.	Somewhat related.	Small parts were related.	Almost none of it relates to research.	0, 1, 2 3 4 5
	Was the font/ color scheme appropriate & text meaningful and grammatically correct?	Thoughtful. Legible. Appropriate. Meaningful. No grammatical errors.	Good. Mostly legible. Mostly meaningful. 1-2 grammar errors.	Slightly distracting. Somewhat legible. Few grammatical errors.	Difficult to read. Minimal helpful text or many grammatical errors. Too wordy.	Nearly impossible to read. No helpful text or too much text. Student read from visual aid.	0, 1, 2 3 4 5
Response to Judges'	Did the student answer the question(s)?	Answers reflected explicit depth of knowledge	Average depth of knowledge reflected.	OK depth of knowledge reflected. Generic.	Answers reflected a partial understanding.	Answers did not reflect knowledge/ understanding.	0, 1, 2 3 4 5
	Did the student answer with confidence?	Very confident and honest	Confident and honest	Mostly confident and honest	Somewhat confident and honest	Lacked confidence.	0, 1, 2 3 4 5
	Observations	Excellent 5	Above Average 4	Proficient 3	Developing 2	Unacceptable 1	

Comments:

Letter to the Judges Format

The Letter to the Judges should be in your Portfolio. It is written toward the end of the semester, following the completion of your product.

Current date

Spacing

↓(4-5 ss)

Judges, Senior Project
Hillgrove High School
4165 Luther Ward Road
Powder Springs, GA 30127

↓(2)

Dear Judges:

↓(2)

Paragraph 1:

Discuss your personal background and family life as they relate to your Senior Project. Tell the judges something about your accomplishments and/or challenges during your high school years. Help them get to know you.

↓(2)

Paragraph 2:

Explain why you chose your particular research topic and the ultimate product you spent time preparing. Discuss the easiest and hardest parts of Senior Project for you. Tell about the assistance you got from your mentor and others.

↓(2)

Paragraph 3:

Tell the judges what you learned from doing Senior Project. What skills did you gain from doing it? What lessons (positive and negative) did you learn?

↓(2)

Paragraph 4:

Thank the judges.

↓(2)

Sincerely,

↓

Signature (4)

Your Name
Your Address
Your city, State zip

**Your address –
Current
Personal Business
Style Letter**

Reflective Journal

Student Name _____ Date _____

English Teacher _____ Research Topic _____

Describe your product IN DETAIL:

What are three things you learned from working on this product/project?

- a. _____
- b. _____
- c. _____

What problems did you encounter in doing this product/project? How did you overcome them?

What would you do differently if you could start over?

What is the most important skill you have acquired during the product/project phase?

What did you learn about yourself?

What numerical grade would you score yourself for your product and why?

Signature

Date

SAMPLE RESUME

(This is a sample and so your resume should also contain the same information. Remember the function of a resume.)

Robert K. Student

4507 Jefferson Road, Powder Springs, Georgia 30127

(770)555-4938
robertkstudent@comcast.net

*ENERGETIC * DEDICATED * HARD WORKING*

PROFILE

Hard-working student with desire to utilize polite and outgoing personality in a long-term, entry-level position at Kroger. Known for being respectful to others, able to balance academic and other activities while maintaining a 3.3 G.P.A.

SKILLS

- EARNED awards for excellence in mathematics.
- CONSISTENTLY RECEIVED remarks and compliments from teachers and community leaders for politeness, respectfulness, and positive attitude.
- WORKED to make all A's in math and English; still maintaining a 4.0 G.P.A. in both subjects.
- VOLUNTEERED to help on several mission trips building houses and tutoring students.
- SERVES weekly at local nursing home by cleaning rooms and helping patients with daily chores.

AWARDS

"Perfect Attendance Awards"	2009 — Present
"Excellence in Math Award"	2007, 2009, 2010

EXPERIENCE

Babysitting (Self-employed)	2008 — Present
Cared for children ranging from 6 months to 12-years old; took full responsibility for all duties related to child care.	

EXTRA-CURRICULAR ACTIVITIES

Varsity Lacrosse Hillgrove High School	2011 – Present
---	----------------

REFERENCES

Dr. Richard Kennedy, Pastor 4494 Floyd Road, Mableton, GA 30126	770-555-8323
Mr. and Ms. Franklin Bossett, Clients 3023 Bullard Road, Powder Springs, GA 30216	678-555-3822
Mr. Will Lundy, Teacher 4165 Luther Ward Road, Powder Springs, GA 30127	678-331-3961

RESUME RUBRIC

Name _____

English Teacher _____

RESUME RUBRIC

	5	4	3	2	1
Content	Content is rich, well-organized and impressive to the audience	Content is full, but lacking clarity or organization	Content appears to be lacking completeness, clarity or organization	Content needs additions, clarifications, or organization	Content is weak in several aspects; needs too much before student can continue
Language & Style	Strong, clear action words used consistently. Concise wording in phrases. Clarity of expression is consistent	Majority of phrases begin with action words. Phrases need attention to concision and clarity.	Some use of action words. Phrases often wordy, needing revision to make them more concise and clear.	Minimal use of action words. Phrases need revision to make them concise and clear.	Resume does not use action words. Phrasing is wordy and lacks focus.
Presentation and Format	Uses clear and appropriate headers to organize information. Tabs and alignments are well designed. Demonstrates attention to professionalism. Follows a reverse chronological in categories required.	Headers are used but may need revision to make them appropriate / professional. Use of tabs and alignments good, but may need adjustments.	Headers used but need revision for concision and professionalism. Use of tabs and alignments need revision.	Resume has inconsistent use of alignments, tabs, and headers. Needs revision.	Headers, tabs, and alignment needs too much work before student can continue.
Grammar & Mechanics	Resume is free of grammatical and/or punctuation errors.	Resume contains 1-2 grammatical and/or punctuation errors.	Resume contains 3-4 grammatical and/or punctuation errors.	Resume contains 5-6 grammatical and/or punctuation errors.	Resume contains more than 6 grammatical and/or punctuation errors.

Total Points = _____ x 5 = _____

HHS

Emily Ellwood
Senior Project Coordinators
Hillgrove High School
4165 Luther Ward Road
Powder Springs, GA 30127
Emily.Ellwood@cobbk12.org

Connie Nelson
Mentor Coordinator
Hillgrove High School
4165 Luther Ward Road
Powder Springs, GA 30127
connienelson@cobbk12.org

678-331-3961
678-331-8128 fax