

# **GALT HIGH SCHOOL**

## **An Introduction to the Senior Project**

### **Purpose:**

The overall purpose of this assignment is to give the students a complex task to showcase their knowledge and talents while evaluating the following skills obtained at Galt High School: research methods, writing process, problem solving skills, and organization of an oral presentation.

### **Overview:**

Students will choose a topic focusing on a career interest or social issue. They will then conduct research on their chosen topic and produce a ten (10) page research paper. In addition, students will spend 10 hours on outside work. Finally, students will make a PowerPoint presentation that evaluates and combines the research information and outside activity to a panel of teachers. This presentation will demonstrate the student's oral communication skills and computer skills. These three aspects (paper, activity, presentation) of the Senior Project will be graded separately, but they should not be considered independent assignments. They all relate to the student's chosen career or social issue topic and must be completed to receive credit for the Senior Project.

### **The Research Paper:**

The paper will be developed over the course of the second semester. The research will be done in a step-by-step process, each having a specific due date and point value.

### **The Activity:**

The outside-of-class activity's purpose is to expose the student to a hands-on experience of the selected career or social issue. The student is to gain new knowledge that may not be possible through direct reading. The student is required to spend ten (10) hours of outside of class activity. Five (5) hours **must** be spent job shadowing a professional. The other five (5) can be another job shadow experience **or** five (5) hours building/designing/creating a product. The teacher approval form is considered a **contract** which includes a parent signature authorizing the events of these 10 hours.

### **The PowerPoint Presentation:**

A 10-minute PowerPoint presentation, followed by a 5- minute question and-answer session, will conclude the project. This oral presentation will include an overview of the research paper (not just reading it); a description of the job shadow and/or the product; and a demonstration of a skill acquired through this process. The student must also include his or her personal reflection about the knowledge gained through the career or social issue choice.

### **Grading:**

Every student is required to get a passing grade of a D (60%) or higher on the research project in order to receive a passing grade in 2<sup>nd</sup> semester English 12 in order to be eligible to receive a diploma. Seniors must also complete all course curriculum or assignments for English 12 to be eligible to graduate. The paper, activity, and presentation **ALL** must be completed. Every step is required for the research paper and must be completed. If all steps are not met, the paper will not be read and will automatically be given the grade of "F". Seniors must pass both semesters of Senior English to graduate.

# Overview

- 10 page research paper  
Career or social issue
- Activity  
5 hour job shadow  
Additional 5 hour job shadow **or**  
5 hours creating a physical product
- PowerPoint Presentation  
10 minute presentation  
5 minute question and answer

## SENIOR PROJECT CHECK LIST

### Directions:

Each step must be completed and submitted to the teacher by the assignment due date. A student **can not** turn in the next assigned step until the prior step is turned into the teacher. Any late work not turned in *after* the due date will earn only **one point**. Late steps must be completed first, before receiving permission to move on to the next step. **No late Final Research Papers will be accepted.**

DUE DATE	SENIOR PROJECT STEPS	POINTS
<b>Wednesday, Jan. 14, 2009</b>	<b>Senior Project Parent Nights</b> A detailed Q & A Session whereby the rules and guidelines of the project are discussed and reviewed.	
<b>Tuesday, Jan. 13, 2009</b>	<b>Senior Project Kick-Off</b> Senior English Faculty members officially “open” the Senior Project Season by reviewing the Senior Project Packet from front-to-back cover in-class.	
<b>Tuesday, Jan. 20, 2009</b>	<b>Topic and Thesis Selection: Parent Approval Form:</b> Parent/Guardian read & sign Approval Form. See packet for help in writing your thesis. <u>The topic can <b>not</b> be changed after being submitted, so choose carefully.</u>	
<b>Tuesday, Feb. 3, 2009</b>	<b>Turn in research for history of profession or description of issue: bring sources, notes &amp; updated Works Cited page to class.</b> <b>Turn in formal outline for this section.</b> Use standard format (Roman numerals, capital letters, numbers, etc.) The headings for each Roman numeral will be different depending on career or social issues topic (See Examples). <b>Turn in rough draft for this section( <u>typed in MLA form with in-text citations</u>).</b>	
<b>Tuesday, Feb. 10, 2009</b>	<b>Turn in research for influential person or historical overview: bring sources, notes&amp; updated Works Cited page to class.</b> <b>Turn in formal outline for this section.</b> <b>Turn in rough draft for this section( <u>typed in MLA form with in-text citations</u>).</b>	
<b>Tuesday, Feb. 17, 2009</b>	<b>Turn in research for job description or influential person: bring sources, notes&amp; updated Works Cited page to class.</b> <b>Turn in formal outline for this section.</b> <b>Turn in rough draft for this section( <u>typed in MLA form with in-text citations</u>).</b>	

<p><b>Tuesday, Feb. 24, 2009</b></p>	<p><b>Turn in research for training and education or social/economic impact: bring sources, notes&amp; updated Works Cited page to class.</b>  <b>Turn in formal outline for this section.</b>  <b>Turn in rough draft for this section( <u>typed in MLA form with in-text citations</u>).</b></p>	
<p><b>Tuesday, March 3, 2009</b></p>	<p><b>Turn in research for Advancement opportunities and outlook or future trends/likely solutions: bring sources, notes&amp; updated Works Cited page to class.</b>  <b>Turn in formal outline for this section.</b>  <b>Turn in rough draft for this section( <u>typed in MLA form with in-text citations. Minimum of one interview completed by this date.</u></b></p>	
<p><b>Tuesday, March 17, 2009</b></p>	<p><b>Final Draft Due:</b>  <i>Select an interesting title. Introduction</i> which includes the thesis, a <i>body</i> which includes all the rough drafts completed this far with transitions, and a <i>conclusion</i> which restates the thesis and includes Personal Reflection. <b><u>Must include 12 in-text citations and a typed Work Cited Page.</u></b> Must be submitted to www.turnitin.com along with <b>paper copy</b> to teacher. Papers will be returned by teacher on Tuesday, April 21, 2009 for final revisions.  <b>**AP Papers will be returned by teacher on April 14<sup>th</sup>, 2009 for final revisions.</b></p>	
<p><b>Tuesday, March 17, 2009</b></p>	<p><b>Contracts for interviews and the outside activities due: <i>Job Shadow/Interview/Product information.</i></b>  <b><i>10 Hour Activity Completed.</i></b></p>	
<p><b>Tuesday, May 5, 2009</b></p>	<p><b>Refined Copy Due:</b> Apply recommendations/corrections, and include all prior edited drafts. <b><u>Use Checklist to ensure that your paper will pass</u></b> and that you haven't committed any fatal errors.  <b>**AP English 12 Students' Refined Copy will be due Friday, April 17, 2009.</b></p>	
<p><b>Tuesday, May 12, 2009</b></p>	<p><b>PowerPoint Presentations Due.</b>  <b>**AP English 12 Students' final PowerPoint Presentations Due May 18, 2009.</b></p>	
<p><b>Monday, May 18, 2009</b></p>	<p><b>Presentation Advertising Poster:</b>  Make sure your poster advertising your presentation is turned in and will then be posted in your assigned classroom by the end of the school day on May 18, 2009.</p>	
<p><b>Wednesday, May 20, 2009</b></p>	<p><b>Presentation:</b>  12 Noon to 3:15 PM in various classrooms on campus. All rooms are assigned one week prior and students will execute their 10-minute speech and 5-minute Q &amp; A session.</p>	

## ***POSSIBLE SENIOR PROJECT CAREER CHOICES***

Accounting & Finance  
Advertising & Public Relations  
Arts & Entertainment  
Banking & Mortgage Industry  
Clerical & Administrative  
Construction & Facility Maintenance  
Customer Service  
Education  
Engineering & Architecture  
Government & Military  
Healthcare  
Hospitality & Travel  
Insurance  
Internet & News Media  
Law Enforcement & Security  
Law  
Management Consulting  
Operations  
Marketing  
Pharmaceutical & Biotech  
Real Estate  
Restaurant & Food Service  
Retail  
Sales  
Technology  
Telecommunications  
Transportation

## **SENIOR PROJECT SOCIAL ISSUE CHOICES**

Alternative Transportation / Automobiles / Fuels  
Deterioration of Bill of Rights  
Deterioration of Sportsmanship  
Global Warming  
Gun Control  
Healthcare Coverage  
Immigration  
Racial Profiling  
21<sup>st</sup> Century Diseases (AIDS, Cancer, Diabetes, Obesity)  
U.S. Educational System

# GALT HIGH SCHOOL

## Parent Approval Form & Topic and Thesis Selection

### TOPIC:

The topic must be a possible career choice or social issue that meets the following criteria:

- can meet the ten (10) hour outside activity requirement
- can meet the interview requirement that consists of two (2) experts

### THESIS STATEMENT:

See the examples below. Remember, the paper's purpose is to explain how and why the career or social issue will be valued or change society.

#### *TOPIC for Career(s)*

#### *THESIS*

Civil Engineering

Civil engineers influence the appearance of our physical structures and ensure public safety through safe building techniques.

Preschool Teacher

Preschool teachers care for toddlers, teaching them social skills and academics to help them succeed in primary education.

Sports Therapy

Sports therapists help athletes recover from injuries allowing them to return to play in physical activities.

#### *TOPIC for Social Issue(s)*

#### *THESIS*

Global Warming

The issue of global warming is likely to become an increasing critical factor in the politics and policies of the 21<sup>st</sup> Century.

## Topic and Thesis Parent Approval Form

Directions: Fill in the areas below and review with your parent/guardian. Have your parent/guardian review the Senior Project Packet, read your thesis, and sign below. Return to the teacher as **Step One**.

**Topic:** \_\_\_\_\_

**Thesis:** \_\_\_\_\_

I have reviewed \_\_\_\_\_'s Senior Project Packet.

I understand that my child must earn a passing grade on the Project in order to graduate.

Plagiarism will result in an **automatic fail**.

Plagiarism is "using and passing off as one's own, the ideas or writing of another"(Gibaldi 4<sup>th</sup> Ed.27) Students may not take another's thoughts or words without due acknowledgement. This applies to both published & unpublished material. They must not submit work that has written, in parts or whole, by another person"

I further understand that **each step of the assignment must be turned in on time, regardless of absence, to receive credit. I can track my child's progress by monitoring the grade sheet kept with the student at all times.**

\_\_\_\_\_  
Legal Guardian Signature

\_\_\_\_\_  
Date

# Organization and Criteria

Note that the organization below applies to the body of your finished paper only. This is a guideline to help you focus information for your research. The final essay will contain both introductory and concluding paragraphs.

## **Criteria for the Career Research Paper**

- I. History of Profession
  - A. Ancient Times
  - B. 20<sup>th</sup> Century Development
- II. Influence of Person (Separate from interviews or job shadows)
  - A. Biographical sketch of professional life
  - B. Contributions to field
  - C. Personal opinions & advice to students
- III. Defining the Profession
  - A. Duties and Responsibilities
  - B. Working Conditions
  - C. Difficulties of Profession
  - D. Salary and Benefits
- IV. Training and Education
  - A. Mindset and Personality
  - B. Post-Secondary Training and Education Required
  - C. Post-Secondary Education I plan to pursue
- V. Advancement Opportunities and Outlook
  - A. Promotion within industry
  - B. Projected job growth
  - C. Future trends that could affect this profession

## **Criteria for the Social Issues Research Paper**

- I. Description of Social Issue
  - A. Definition of issue (parameters)
  - B. Importance of issue on U.S. and/or international society
- II. Historical Overview
  - A. First known impacts of issue on U.S. and/or international society
  - B. Evolution of issue on U.S. and/or international society
  - C. Influential pioneers of this issue
- III. Influential Figure (s)
  - A. Current leaders
  - B. Most influential leader (focus on one person)
    1. Biographical information
    2. Contributions
- IV. Social/Economic Impacts
  - A. Current impact of issue on U.S. and/or international society
  - B. Controversial aspects of issue
  - C. Proponent vs. opponent viewpoints
- V. Long Term Outlook
  - A. Future trends
  - B. Likely resolution

## FORMAL OUTLINE EXAMPLE

**After researching each Roman numeral section, students will complete a formal outline AND rough draft to be submitted on the appropriate due date.**

### Formal Outline:

After gathering facts, use your working outline and insert the facts and citations in the correct categories. Sample below is just the **first** section of a final outline.

**Thesis: A video game designer is a continuously growing field that provides a variety of entertainment for all ages of society.**

- I. History of Electronics
  - A. Brookhaven National Lab
    - 1. In 1958, William Higginbotham scientist, worked at US nuclear facility, Brookhaven National Laboratory (Poole 23)
    - 2. William Higginbotham created a simple two-player video game with nuclear computers to entertain colleagues. (Working Computers 162)
  - B. MIT
    - 1. “Steven Russell, a student, attended MIT in the 1960’s” (Gunter 86)
    - 2. Steven Russell and classmates used school computers to design the second video game, Space War. The game was just for student use- not for profit. (Bentley 53)

## CONDUCTING RESEARCH

Now that you know the requirements for the research paper, the research for information must begin. There is no way to stress the importance of the statement, **ORGANIZED NOTE TAKING WILL MAKE OR BREAK THE RESEARCH PAPER.** It is vital that time is spent in finding relevant information toward your subject and recording the facts **AND** sources in **MLA Format**. If you fail to do so, you will spend double or triple the time relocating the same information when it's time to sit down to type your paper.

Make copies of your sources (or bring in originals), take notes, and write citations. Follow your teacher's directions for organizing the material. See "MLA Style Sheet" for required publication information and format.

Below are note cards. (other teachers may use a binder system with Cornell notes).

Sample Note Card (For quotes, figures, and ideas):

	4
Future	
75% of engineers find jobs after four years of college	
	P.27

Sample Source Cards (for publication information needed in Works Cited):

	4
Clark, Brenda. <u>The Key to Engineering</u> . Boston:	
Publishing, 1996	

# THE RESEARCH PAPER

## A. Length

- 10 Full pages Typed **Text** (Do Not Count Work Cited Pages)
- Times New Roman
- 12 Point Font

## B. Sources

- Research fifteen (15) sources
- Twelve (12) cited sources required
- **No Encyclopedias or Wikipedia**
- You are **REQUIRED TO USE**:
  - One (1) book
  - One (1) newspaper, magazine, or journal article (print or electronic)
  - One (1) government publication
  - One (1) website (Maximum 4)
  - Two (2) interviews (Max. 3)
    - One must be in person, the other may be email
  - Six (6) other sources in combination may include- documentary, brochure, course catalog

## C.Format

### \* **MLA Format**

- Entire research paper is doubled space.
- Last name and page number is on every page in the upper right hand corner (Includes first page and Work Cited Page)
- Correct MLA Format heading of first page only
- Creative title is placed under the heading and in center of page
- **One Inch** margins bottom and side of paper.  $\frac{1}{2}$ ' **top margin** above page number.
- **White**  $8\frac{1}{2}$  by 11 inch paper
- **No fancy folders-** a simple staple in the corner makes it easier to read

## D. First Draft

- Complete and Typed : 10 full pages
- The First Draft must be turned in prior to the Final Draft.
- Papers **MUST** be submitted to [www.turnitin.com](http://www.turnitin.com)

## F. Final Draft

- Complete and Typed :10 full pages  
**No Late or Short Papers Are Accepted.**

# RESEARCH PAPER CHECK-OFF LIST

**Directions:**

In order for the research paper to be accepted on the due date, the entire check list must be free of any “No” checks. Any paper receiving a check in the “no” column will receive an automatic **F** for the **entire Senior Project**.

<b>Requirements for Paper to be Accepted</b>	<b>Yes</b>	<b>No</b>
10 full pages of typed text in black ink.		
<b>Times New Roman</b> 12 point font required.		
Entire paper is double spaced including heading and Works Cited page.		
Works Cited is arranged in alphabetical order.		
Works Cited is counted separately from the 10 page requirement.		
<b>12</b> Sources in Works Cited, which include a book, article, website, government publication and two interviews.		
12 parenthetical references minimum.		
12 parenthetical references match 12 sources correctly.		
Max. of <b>four (4)</b> internet sources (out of 12 sources).		
<b>Two (2)</b> required interview. Maximum of <b>three (3)</b>		
<b>One (1)</b> article, <b>One (1)</b> book, <b>One (1)</b> government publication minimum		
Last name and page number is on upper right hand corner of every page.		
MLA format for entire paper: 1 inch margins on the bottom and sides, 1/2' above name and page #;		
<b>White</b> 8 ½ x 11 inch paper is used.		
First page contains correct page number, MLA heading, centered title		
If graphs and charts are used, they are not part of the 10 page requirement.		
Paper is turned in on final due date, <b>regardless of absence</b> .		

# SENIOR PROJECT RESEARCH PAPER RUBRIC

Name:

Period:

Due:

Organization	Exceptional	Commendable-	Acceptable-	Unacceptable-
<b>Introductory and concluding paragraphs</b>	<b>Highly Engaging</b> Introduction provides <b>thoughtful</b> background <b>intriguing and focused</b> thesis <b>clearly</b> states purpose of paper.	Engaging <b>introduction provides</b> relevant <b>background</b> . Focused thesis states purpose of paper.	Introduction <b>provides</b> some background. Thesis <b>adequately</b> states purpose of paper.	Introduction provides <b>limited</b> background. Thesis <b>fails</b> to state purpose of paper.
<b>Body</b>	<b>All</b> body paragraphs have topic sentences and <b>clear</b> transitions allowing the paper to <b>flow logically</b> .	<b>Most</b> body paragraphs have topic sentences and transitions allowing the paper to <b>flow logically</b> .	<b>Body</b> paragraphs have topic sentences and follow a <b>logic order</b> .	<b>Most</b> body paragraphs <b>lack</b> topic sentences and <b>Do not</b> follow a <b>logic order</b> .
<b>Content</b>				
<b>Information</b>	<b>Sophisticated and relevant</b> information <b>thoroughly</b> supports the thesis.	<b>All</b> information supports the thesis.	<b>Most</b> information supports the thesis.	<b>Some</b> information supports the thesis, but information is <b>limited and/or irrelevant or inaccurate</b> .
<b>Interpretation of research</b>	<b>All</b> information is research based with <b>skillful</b> interpretation of student's own words.	<b>All</b> information is research based with interpretation of student's own words.	<b>Majority</b> of information is research based with <b>limited</b> interpretation of informational material.	<b>Lacking</b> interpretation of informational material and <b>much</b> of the paper may be written in 1 <sup>st</sup> person.
<b>Ratio of interp. to fact</b>	Ratio of students interpretation(commentary) to factual evidence is approximately 70:30	Ratio of student interpretation (commentary) to factual evidence is approximately 60:40	Ratio of student interpretation (commentary) to factual evidence is approximately 50:50	Factual evidence out weighs student's interpretation by 50% or more
<b>Mechanics</b>	Grammar. Word usage, spelling, punctuation. And sentence structures <b>seldom</b> occur and <b>do not obscure meaning</b> .	Grammar. Word usage, spelling, punctuation. And sentence structures errors <b>occasionally</b> occur, but <b>do not obscure meaning</b> .	Grammar. Word usage, spelling, punctuation. And sentence structures errors occur, and periodically <b>obscure meaning</b> .	Grammar. Word usage, spelling, punctuation. and sentence structure errors occur and <b>obscure meaning</b> .
<b>MLA Format</b>				
<b>Appearance</b>	<b>All</b> of the paper's font style, size, spacing margins, heading, and page numbering and centered title are <b>mastered with no errors</b> .	<b>Most</b> of the paper's font style, size, spacing margins, heading, and page numbering and centered title are <b>mastered with occasional errors</b> .	<b>Few</b> of the paper's font style, size, spacing margins, heading, and page numbering and centered title are mastered with <b>frequent errors</b> .	The paper's font style, size, spacing margins, heading, and page numbering and centered title are <b>disregarded</b> causing <b>many</b> errors.
<b>Work Cited usage</b>	Work Cited entries <b>accurately</b> match <b>every</b> parenthetical reference and leave <b>NO</b> facts unaccounted for.	Work Cited entries <b>accurately</b> match <b>most</b> parenthetical references while missing 1-2 questionable facts.	Work Cited entries <b>vaguely</b> match the parenthetical references.	Work Cited entries <b>inaccurately</b> match parenthetical references.
<b>Appropriate use of quotes and facts to support ideas</b>	Logical progression of idea, researched fact, and interpretation/analysis	Attempt made to link researched facts to appropriate paragraphs.	Little attempt made to use facts and quotes appropriately. No main idea or analysis.	No direct quotes used. Unclear connection between parenthetical citations and information.
<b>SCORES</b>				

# **GALT HIGH SCHOOL**

## **Senior Project Contract**

### **Job Shadow**

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To Whom It May Concern:

This is a Senior Project Contract, whereby the student participating in this job shadow is required to fulfill five (5) hours of supervised on-the-job-training with a working professional in the chosen career / social path. The purpose of this job shadow is to provide the student with an in-depth look at how this business/career is run and operated from the inside. The entire English 12 faculty at Galt High School wants to cordially thank you for your time, energy, cooperation, and sincere interest in the intellectual development of our senior class.

If there are any questions on your behalf, please feel free to contact your student's teacher directly at the high school by either phone or email. They are Mike Erwin at [merwin@ghsd.k12.ca.us](mailto:merwin@ghsd.k12.ca.us), or 209.745.3081 vm3102; Phillip Arieas at [parieas@ghsd.k12.ca.us](mailto:parieas@ghsd.k12.ca.us), or 209.745.3081 vm3057; Kathy Haring at [kharing@ghsd.k12.ca.us](mailto:kharing@ghsd.k12.ca.us) or 209.745.3081 bm3054; Anngela Schroeder at [aschroeder@ghsd.k12.ca.us](mailto:aschroeder@ghsd.k12.ca.us), or 209.745.3081 vs3115; Tom Veatch at [tveatch@ghsd.k12.ca.us](mailto:tveatch@ghsd.k12.ca.us), or 209.745.3081 vm3085; Michele Wood at [mwood@ghsd.k12.ca.us](mailto:mwood@ghsd.k12.ca.us), or 209.745.3081 vm3100; Donald Lenz at [dlenz@ghsd.k12.ca.us](mailto:dlenz@ghsd.k12.ca.us), or 209.745.3081 vm 3496.

The information provided below is verifiable documentation that the work submitted was completed in full. It may be necessary for our staff to make direct contact with you to verify these records.

Student Name:

\_\_\_\_\_

Date of Job Shadow:

\_\_\_\_\_

Name of Supervisor:

\_\_\_\_\_

Supervisor Signature:

\_\_\_\_\_

Supervisor Cell Phone:

\_\_\_\_\_

Name of Business:

\_\_\_\_\_

Description of Business:

\_\_\_\_\_

Business Address:

\_\_\_\_\_

Business Phone:

\_\_\_\_\_

Hours Worked:

\_\_\_\_\_

Parent Signature:

\_\_\_\_\_

# GALT HIGH SCHOOL

## Senior Project Contract Job Interview

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To Whom It May Concern:

This is a Senior Project Contract, whereby the student participating in this job interview is required to fulfill 2 independent expert interviews (a minimum of 15 minutes each) with a working professional in the chosen career/social path. The purpose of this interview is to provide the student with an in-depth look at how this business/career is run and operated from the inside. The entire English 12 faculty at Galt High School wants to cordially thank you for your time, energy, cooperation, and sincere interest in the intellectual development of our senior class.

If there are any questions on your behalf, please feel free to contact your student's teacher either by phone or e mail. They are Mike Erwin at merwin@ghsd.k12.ca.us, or 209.745.3081 vm3102; Phillip Arieas at parieas@ghsd.k12.ca.us, or 209.745.3081 vm3057; Kathy Haring at kharing@ghsd.k12.ca.us or 209.745.3081 vm 3054; Don Lenz at dlenz@ghsd.k12.ca.us, or 209.745.3081 vm3496; Anngela Schroeder at aschroeder@ghsd.k12.ca.us, or 209.745.3081 vs3115; Tom Veatch at tveatch@ghsd.k12.ca.us, or 209.745.3081 vm3085 or Michele Wood at mwood@ghsd.k12.ca.us. or 209.745.3081 vm3100.

The information provided below is verifiable documentation that the work submitted was completed in full. It may be necessary for our staff to make direct contact with you to verify those records.

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

Date of Job Interview: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Name of Business: \_\_\_\_\_

Description of Business: \_\_\_\_\_

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

Interview Time: \_\_\_\_\_

Business Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

# PHYSICAL PRODUCT FORM

(if necessary)

**Directions:** Fill in all the areas and turn in to the teacher for approval.

## Aim of the Product

I plan to develop the following skills or new knowledge: \_\_\_\_\_

\_\_\_\_\_

## Physical Product

I will physically produce \_\_\_\_\_

\_\_\_\_\_ to show the new knowledge or skills

gained.

## Plan:

Break the activity and completion of physical product into several steps below. Use as many steps as you need. Estimate how long the step will take to complete (number of hours or days). Include supplies and professional help of others in the career.

**BE DETAILED IN THE DESCRIPTIONS.**

**Step 1:** \_\_\_\_\_

Time Required: \_\_\_\_\_

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

Supplies or People Involved: \_\_\_\_\_

**Step 2:** \_\_\_\_\_

Time Required: \_\_\_\_\_

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

Supplies or People Involved: \_\_\_\_\_

**Step 3:** \_\_\_\_\_

Time Required: \_\_\_\_\_

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

Supplies or People Involved: \_\_\_\_\_

**Connection and Reflection:** In 3-4 sentences, explain how the final product reflects or demonstrates your new knowledge.

\_\_\_\_\_

\_\_\_\_\_

**Note Problems and Changes:** Record any problems and changes that occurred during the completion of the physical product. This will be great information to share during the presentation:

\_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

## POWERPOINT PRESENTATION

When you start working on the presentation, you should have completed the research paper and the activity hours.

There are three main purposes to the presentation. The first is to synthesize all the information from the research paper by outlining its salient points. The second is to explain the description of the job shadows and/or the physical products. The third is to display oral presentation skills.

Share only the most important and interesting discoveries from the paper. Spend most of the presentation time on the activity hours and how this experience helped you understand the researched career or social issue.

Conclude in your presentation with a reflection of your project. Consider the following questions as soon as possible after you complete your project. Are you still interested in pursuing this career? How did writing the research paper help you form your decision? How did the activity verify or change this opinion? Why are you/ were you interested in this social issue? What did you learn about the issue in your research?

**Presentation must be formatted in a PowerPoint.** Student MUST demonstrate newly-acquired skills either through slides in the PowerPoint, video, or poster board pictures. Videos can be no longer than three minutes. Students may also demonstrate some portion of the skill during the presentation. Students should dress in a career uniform or appropriate clothing for a final senior presentation. Give your teacher advance notice if you will require other equipment besides a computer and LCD projector. The PowerPoint shall be between 15-25 slides.

## Alignment of the Senior Project to California State Standards

State Standard	Senior Project Assignment
W 1.3, W 1.7	Prepare A Working Outline.
W 1.6, R 2.3	Conduct Research with source cards and Note Cards Assignment One
W 1.6, R 2.3	Conduct Research with source cards and Note Cards Assignment Two
W 1.6, R 2.3	Conduct Research with source cards and Note Cards Assignment Three
W/O 1.2	Product Plan Organizer and Letter
W 1.3, W 1.7	Prepare Final Outline
W/ O 1.1	Write the 1 <sup>st</sup> Draft
W 1.7	Prepare Work Cited
W 1.9	2 <sup>nd</sup> Draft of Research Paper
W/O 1.3	Final Draft of Research Paper
L&S 1.4, 1.7	Presentation Outline
L&S 2.1, 2.2, 2.4	Final Presentation