

PHOENIX HIGH SCHOOL



SENIOR PROJECT HANDBOOK

2016-2017

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PHOENIX HIGH SCHOOL SENIOR PROJECT

PURPOSE:

Your completed Senior Project will demonstrate what you have learned in 12 years of school, using written/oral communication, collaboration, problem-solving skills and research in order to prepare you for life after high school.

In order to complete the graduation requirements for Phoenix High School, each senior must complete all components of the senior project experience as a part of the English 12 curriculum.



REQUIREMENTS:

1. Write a letter of intent – explain and justify your project and research paper topic
2. Complete at least 30 hours of work outside of school on your specific project; five of those hours must be completed with your adult mentor
3. Complete a time card and write three reflective narratives to document the hours and activities of your project
4. Produce a physical product and prepare an 8-10-minute presentation to educators and community panel demonstrating your knowledge, your research, and your work on the project

NOTE:

- Your senior project cannot be a project you have used for another class, such as a job shadow, unless you expand the experience and participate in an **additional** 30 hours. Also, any current job you might have does not qualify as an acceptable project. You should not receive payment for work on your senior project. The senior project experience demands that you stretch your learning experience beyond your everyday life.
- Your mentor must be a professional in the field and **may not be a relative**. Only under certain circumstances may a PHS teacher be a mentor for this experience. **See page 18 for more information.**



This is meant to be a meaningful, challenging, and empowering experience for students. It is an opportunity to explore new ideas and develop additional skills in an area of interest.

TIMELINE





DUE DATES & REQUIREMENTS

Due Date	Task	Turned in <input checked="" type="checkbox"/>
THURSDAY 10/13/2016	Project Proposal for Senior Project Committee (See page 11)	
FRIDAY 10/28	Mentor Consent Form (See page 35)	
FRIDAY 1/13/2017	Reflective Narrative 1 (See page 22)	
FRIDAY 4/21	Reflective Narrative 2 (See page 22)	
FRIDAY 4/21	Final Mentor Verification & Evaluation (See page 36)	
FRIDAY 4/28	Presentation Visuals (AP Lit has later deadline) (See page 29-32)	
FRIDAY 4/28	Presentation Outline (Except AP Lit) (See page 30)	
FRIDAY 5/5	One-Page Overview of Project (AP Lit-Later) (See page 26)	
FRIDAY 5/12	Thank You Note to Mentor (See page 17)	
April-May 2017	First Practice Presentation (See page 31)	
May 2017 Final Date THURSDAY 6/1	Dress Rehearsal Presentation- NO DRESS REHEARSAL UNTIL NARRATIVE 3 AND MENTOR VERIFICATION ARE TURNED IN	
WEDNESDAY, 6/7/2017	Senior Project Presentations to Community Panel (See pages 29-32)	



CONSEQUENCES FOR MISSED DEADLINES

Time is a precious resource – something you can never gain back, get more of, or return. Time is money – employers *never* pay you based on how *little* you produce on the job, adults are fined if they miss deadlines on payments, and a person could even lose his/her job for missing deadlines. In a nutshell, missing deadlines is rude, causes inconvenience to all involved, and makes you look careless and thoughtless. Is this the impression you want to give to others?



Deadlines may or may not be your strong area but they are an absolute must in the professional and academic world.



Your Senior Project is a real life experience and depends on you meeting deadlines in a thoughtful manner so that the complex project stays on track all the way to your Senior Presentation.

In the event that any Senior Project assignment is going to be late, you must fill out and submit an **Emergency Extension Request Form** to your Advisor and English teacher (Appendix A at the back of your handbook). **ONLY LEGITIMATE EMERGENCIES DUE TO CIRCUMSTANCES BEYOND YOUR CONTROL WILL BE GRANTED AN EXTENSION AND NOT BE CONSIDERED LATE.**

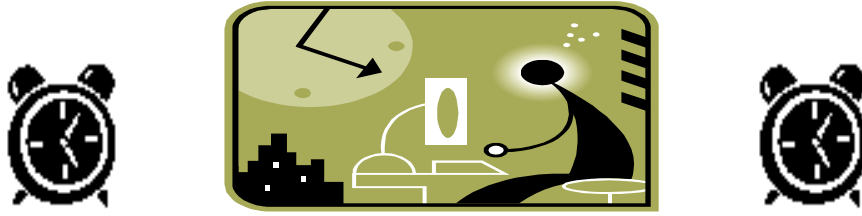
Should you choose to not meet the deadlines given by your Advisor and English teacher, you will stay after school for additional support until **ALL** missing project components are completed. In addition:

First Missed Deadline	<ul style="list-style-type: none"> ▪ Senior English teacher calls home ▪ Lose 20% from late assignment once it is turned in
Second Missed Deadline	<ul style="list-style-type: none"> ▪ Letter home from student to parents ▪ Lose 30% from late assignment once it is turned in
Third Missed Deadline	<ul style="list-style-type: none"> ▪ Parent, teacher, student, and counselor meeting ▪ Lose 40% from late assignment once it is turned in
Fourth or More Missed Deadline	<ul style="list-style-type: none"> ▪ Letter home to parents from the school ▪ Lose 50% from late assignment once it is turned in

PROJECT DEADLINES:

- Projects including spring sports and performances must be presented to the public or in competition by April 21, 2017.
- The only project deadline exceptions would be pre-planned events such as FFA Hands On Ag Day that culminate in May.

SENIOR PROJECT DEADLINES



In order to receive a passing grade and credit in English 12 for quarter 1, students must have the following assignments turned in by ***the first Thursday in November (See Due Dates and Requirements on page 5).***

- Mentor Consent Form
- Project Proposal

In order to receive a passing grade and credit in English 12 for quarter 2, students must have the following assignment turned in by ***the last Thursday in January (See Due Dates and Requirements on page 5):***

- Reflective Narrative 1- 15 hours or 1/2 of project complete

In order to receive a passing grade in English 12 for quarter 4, students must have the following assignments turned in by ***the first Thursday in June (See Due Dates and Requirements on page 5) :***

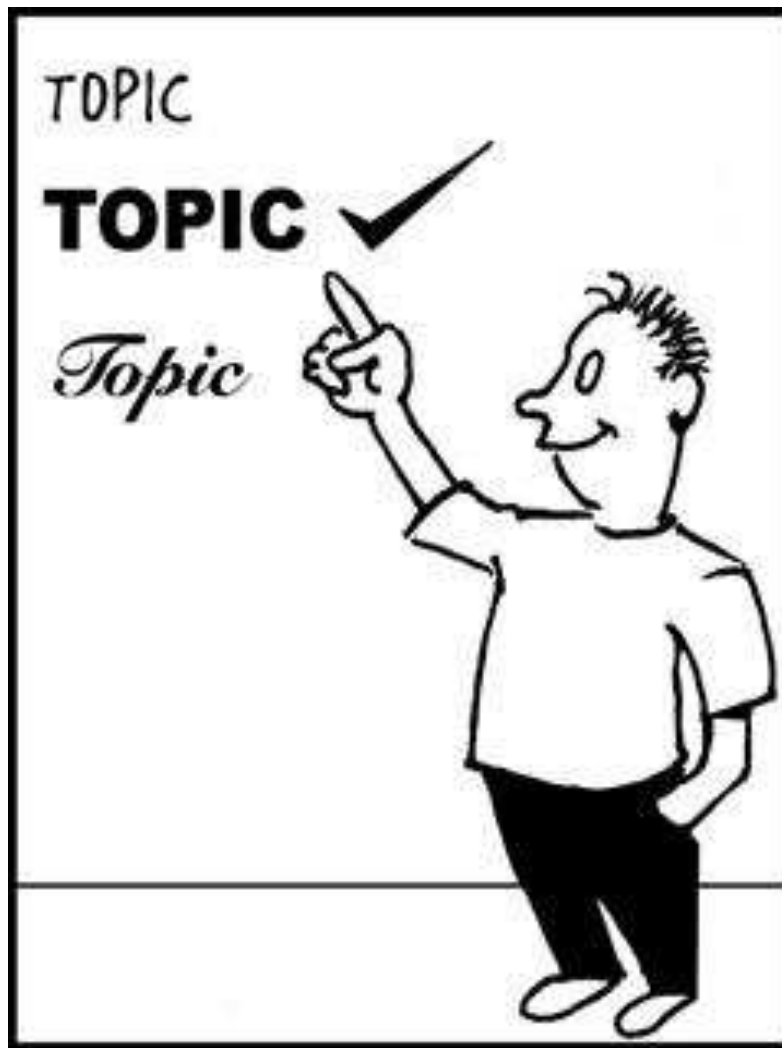
- Reflective Narrative 1- 30 hours (project complete)
- Final Mentor Verification & Evaluation
- One-Page Overview (final draft)
- Passing Presentation Dress Rehearsal

If one or more of the above assignments have not been turned in by the deadlines, the ***student will receive an incomplete for English 12 that quarter.*** The student will be provided with the opportunity to receive extra support by his/her Advisor, English teacher, other support staff, and/or the Diploma Center to make up the missing project requirements.

Students may not present their final presentation to the community without a Final One-Page Overview turned in by ***Thursday, May 25, 2017*** and a passing Dress Rehearsal Presentation in class by ***Thursday, June 1, 2017.***


REMINDER: In order to complete the graduation requirements for Phoenix High School, each senior must complete ***all components*** of the Senior Project experience as a part of the English 12 curriculum and Advisory requirements. ***Walking at graduation is a privilege that can and will be taken away for not meeting Senior Project Deadlines.***

SELECTING A TOPIC



TOPIC SELECTION GUIDELINES

Your Senior Project is your chance to explore an area that you have always felt curious about and interested in. Therefore, when choosing a Senior Project you need to consider the following:

1. What do you plan on doing with your life after you graduate? What are your goals?
 2. What do you feel you could passionately commit to for 30 hours?
 3. What would be interesting, fun, worthwhile, and be of significant value to both yourself and your community?
 4. What contribution do you want to make to your school or your community?
- **The senior project topic should be one that you are interested in, but not one in which you are already an expert.**
 - If you have been a diabetic for five years and have volunteered at a local hospital to help diabetic children, this topic would not be appropriate unless you pursue a new angle to diabetes of which you have no current knowledge.
 - **The senior project should be one that is challenging to you academically and creatively. The topic should require an academic and creative s-t-r-e-t-c-h for you.**
 - The purpose of the Senior Project is to get you to use the skills you have already mastered and apply them to something more challenging or to an experience that will help you grow. Does this mean that you pick a topic about which you have no familiarity? Not necessarily. Your Senior Project should reflect possible career plans for after high school or a meaningful lifelong interest. Regardless of your topic, you must demonstrate growth beyond your current level.
 - **You should avoid topics that might involve expenses that you are not prepared to handle.**
 - If the project or research involves travel or requires expensive materials, you may want to make another choice. Remember, you are not expected to spend money in order to complete the project.
 - **You should avoid topics that might endanger yourself or others.**
 - For example, sky diving or handling dangerous animals are  not appropriate.

BE SURE TO TAKE PICTURES AND/OR VIDEO OF EVERY PHASE OF YOUR PROJECT TO DOCUMENT YOUR EXPERIENCE FOR YOUR PROJECT PRESENTATION.

Senior Project Brainstorming

Please answer the following questions. If you already have a clear idea of what you would like to do for your Senior Project or you were given approval to do your project over the summer, write a paragraph about it and then answer the last question.

- Something I'm really interested in learning about is...
- Something I'd like to investigate as a possible future career is...
- An area of community service that appeals to me is...
- Given my interests, some possible senior projects could include...
- A possible mentor (expert, over 21, non-relative) could be...



BRAINSTORMING

SENIOR PROJECT PROPOSAL

MUST BE WORD PROCESSED

Your word processed responses to the following topics/questions will be submitted to the Senior Project Committee for approval before you begin your project. If approval is not granted, you must revise the proposal according to suggestions made by the committee and then resubmit the proposal.

Incomplete proposals will be returned for revision and will delay approval of your project. Times New Roman 12 pt. double spaced, please.

INCLUDE THE FOLLOWING HEADING:

Student Name

English Teacher

Class Title

Date (Military Format: 13 October 2016)

1. Explanation of project; how will you spend your 30 hours?
2. How is the project a challenge for you? How will it expand your knowledge and skills?
3. What previous experience have you had in this area?
4. Will you need to use the Phoenix High School facility at any time during your project? (Gym, theatre, classroom, etc.) If so, the following information must be included for your proposal to be approved:
 - Facility used, including dates
 - Staff member in charge of facility
 - Signature of staff member
5. Name of mentor
6. Explain how you know your mentor
7. Explain the expertise of mentor
8. Explain the end product of your project. What will be completed?
9. How will this project impact you, your school, and/or your community?
10. How will this project help you prepare for your future?

EXAMPLE PROJECT PROPOSAL

Susie Student

Mrs. Jones

English 12/Period 3

13 October 2016

Senior Project Proposal

- 1. Explanation of the project; how will you spend your 30 hours?** My project hours shall be spent investigating the steps it currently takes to become a U.S. resident and exploring the naturalization process. I will be working with an attorney to better understand the legal issues one faces when applying for U.S. citizenship. The majority of my time will be spent helping my mother obtain citizenship. I will be filling out her application, attending legal consultations, and interviewing her about her perspective on the process.
- 2. How is this project a challenge for you? How will it expand your knowledge and skills?**
Because I am totally unfamiliar with the naturalization process and the necessary requirements to become a citizen, this project will definitely be a challenge. I will need to investigate the naturalization process step by step, which in turn will expand my knowledge. This project will improve my investigative, social, and advocacy skills.
- 3. What previous experience have you had in this area?** I have had no experience in this area whatsoever.
- 4. Will you need to use the Phoenix High School facilities at any time?** No, I will not need to use the PHS facilities.
- 5. Name of Mentor:** Juan Ramirez (Note: this is a fictitious name to protect the actual mentor's identity)

6. **Explain how you know your mentor:** I have known Juan for years. We attend the same church; I see him practically every Sunday. He also helped my uncle become a U.S. resident.
7. **Explain the expertise of your mentor:** Juan is an attorney specializing in immigration law. He has helped countless people in our community become U.S. citizens. He also worked for a non-profit legal aid organization for six and a half years.
8. **Explain the end product of your project. What will be completed?** The end product of my project will be my mother's certificate of naturalization.
9. **How will this project impact you, your family, your school and your community?** This project will greatly affect my family. It has always been my mother's dream to become a U.S. citizen. It will make me immensely happy to make her dream become a reality. It will also impact my community because I will be able to spread awareness about the naturalization process and offer aid if necessary.
10. **How will this project help you prepare for your future?** This project will help me prepare for my future by allowing me to explore a field in which I might want to pursue a career. This project will help me determine whether law and immigration issues are what truly interest me.

PROJECT PROPOSAL RUBRIC

Criteria	Meets	Does Not Meet	Comments
Proposal clearly indicated how the project represents a learning stretch for the student. The student has no prior knowledge of topic or has a plan for expanding knowledge of topic.			
Project appears logical and achievable given project requirements and timeframe.			
End results of project completion are clearly communicated as stated in the project proposal.			
Project is appropriate for school.			
Mentor is acceptable (works in the career field and is not a family member).			

_____ Project Proposal Approved

_____ Project Proposal Needs Further Refinement/Clarification

Comments:

Date _____

Initials _____

MENTOR

INFORMATION



MENTOR GUIDELINES

MENTOR REQUIREMENTS:

In order to successfully complete your Senior Project, you need work directly with an experienced adult, age 21 or older, in your field of study for at least five hours. The mentor's purpose is to teach you specific information and skills, help to guide and to motivate you throughout your project experience.



The mentor is not responsible for evaluating the final project, but will be required to verify that you completed at least **30 hours** working on your project. They will also need to evaluate you based on the Career Related Learning Standards.

When selecting a mentor, keep the following guidelines in mind:

- Mentors may not be a relative – even if s/he is an expert in the field.
- PHS teachers may only be mentors under specific circumstances and must be approved by the Senior Project Committee.
- If you are unable to find a mentor on your own, talk to your Advisor for suggestions.
- If you need to change your mentor at any point, you must notify your Advisor prior to the change.
- Keep your mentor local. This makes communication and paperwork much easier.

It is your responsibility to contact this person on your own and should be done very early in the project (see timeline). Please remember that mentors are donating their time. It is essential that you keep all appointments.



Initial Conference: Once you have selected a mentor, you need to have an initial conference. You will explain your project proposal and ask for further information and suggestions. You and your mentor should outline the necessary steps to complete your project and agree on completion dates for these steps.

During this initial conference, complete the **Mentor Consent Form (Appendix B)** At the conclusion of each meeting with your mentor, arrange the date and time of your next meeting.



your

When your project is completed, a thank you note should be sent to your mentor in appreciation of the time taken to guide you through this experience.

--Your Advisor and/or English teacher may contact your mentor during the process to ask about your project.

--To be responsible and avert disaster, maintain good communication throughout your project and keep your mentor informed of your progress.

MENTOR THANK YOU LETTER

Writing thank you letters is an important skill for any professional. A thank you letter to a mentor who provided you with an opportunity to learn more and work in organization or profession lets the mentor know:

- You value his/her time and willingness to help you in your Senior Project
- You think of yourself as a professional or future professional and a potential colleague

A neatly hand-written note on tasteful, business-like stationery or a note card would be appropriate. Make sure your handwriting is clear and legible. You may always word process the letter, if you prefer. If you choose to word process the letter, make sure that you personally sign it. **Your English teacher must review your letter prior to mailing. Send your letter within a week of completing your project.**

The information below will suggest potential content for your letter and provide you with an example of the format. If you have questions about how to write your letter, feel free to check with your English teacher.

Thank You Letter Parts

- First paragraph:
 - The first paragraph lets the reader know the general purpose for the letter. It thanks the mentor for the opportunity to meet with him/her to talk about his/her profession/organization and expresses appreciation for the value of his/her time commitment.
- Middle paragraph(s):
 - The middle paragraph makes note of specific things the mentor did that were helpful. For example, the mentor might have provided thorough answers to your questions, showed you useful materials, suggested other people you might contact, offered advice, ideas or ways to get experience, etc. Mention enough specifics to show evidence of how/why your meetings were useful to you and thus a valuable use of the mentor's time.
- Final paragraph:
 - The last paragraph may simply be a final thank you. It is also the place, however, to take care of any follow-up details. For example, if you were loaned a book, you might indicate when you will return it. If you were invited to a future meeting, you could confirm the details (when, where, etc.).

EXAMPLE THANK YOU LETTER FORMAT

Be sure to use your own words when you write. You don't want your letter to sound just like the one from another student who worked with the same mentor!

This is the correct format for a word processed letter:

Your First & Last Name
Number & Street Address
City, State Zip Code
Date

(3 spaces)

Mentor Name (first and last name)
Number & Street Address
City, State Zip Code

Dear _____:

BODY OF LETTER

Sincerely,
(3 spaces)
Your Signature (first and last name)
Your Typed Name

Envelope Format:

Your Name
Number & Street Address
City, State Zip Code

Mentor Name
Number & Street Address
City, State Zip Code

Susie Student
745 N Rose St.
Phoenix, Oregon 97535

Judi Hanstein
Humane Society of Southern Oregon
2910 Table Rock Rd.
Medford, Oregon 97501

May 12, 2017

Dear Judy:

I want to thank you and let you know how much I appreciate the time and trust you gave to me during my senior project. This was a great opportunity to gain experience for my future career and it was a joy to be able to volunteer for my senior project. I am grateful for the time you put in, but more so the trust that you gave considering your experiences with previous students from Phoenix.

Thank you for taking the time to train me in working with the animals at the shelter. Thank you for answering any and all questions I had and helping me with anything that I struggled with through the project. I am sure that all of the lessons you taught me about being calm and assertive with animals and people will serve me well in the future.

Again, I sincerely appreciate your time and commitment to this vital part of my graduation requirements. I am not completely sure if I will continue to volunteer throughout the summer or not as I am trying to find a job and get ready to go to college in the fall; I will hopefully have an answer to you closer to June.

Sincerely,

Susie Student

Susie Student

PROJECT

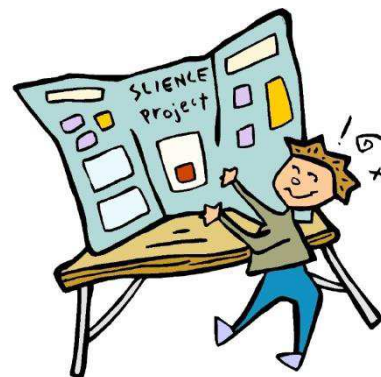


PROJECT REQUIREMENTS

Knowledge needs to be put to some use. Skills learned need to be applied. Experience gained needs to be practiced so you may progress to the next level. All these things are accomplished in the physical project portion of your Senior Project. What's the point of learning how to dribble, shoot, steal, and hustle if you never show off your stuff in a real game against a challenging opponent?

REQUIREMENTS:

- Project must be consistent with project proposal.
- Your project must consist of at least 30 hours of work. Five of the hours must be spent directly with your mentor.
- No more than two PHS students may work on the same project
- Activities must be documented in reflective narratives, job card , and mentor verification and evaluation
- There needs to be a tangible end result or contribution
- Need final product or photo documentation of event for a visual aide during your presentation
 - A music performance recorded on a CD or DVD, a showcase of artwork, a blueprint of landscape designs, lesson plan taught to 1st grade class, flyers from fundraiser, pictures of gifts from giving tree, etc.
- Do not expect to be released from class to work on Senior Project activities. The Senior Project is to be done on your own time outside of school.



Your project must be high quality, thoughtful, and reflect the appropriate amount of time, effort, and demonstrate a clear learning stretch.

PROJECT DEADLINES:

- Projects including spring sports and performances must be presented to the public or in competition by April 21, 2017.
- The only project deadline exception would be pre-planned events such as FFA Hands On Ag Day that culminate in May.

JOB CARD

Month _____ Year _____

Student Name: _____ Supervising Teacher: _____

Mentor's Name: _____ Phone Number: _____

<u>Date</u>	<u>Activity Completed</u>	<u>Time Starting</u>	<u>Time Ending</u>	<u># of Hours</u>	
					<u>Teacher's Initials</u>
					<u>Mentor's Initials</u>
<u>Date</u>	<u>Activity Completed</u>	<u>Time Starting</u>	<u>Time Ending</u>	<u># of Hours</u>	
					<u>Teacher's Initials</u>
					<u>Mentor's Initials</u>
<u>Date</u>	<u>Activity Completed</u>	<u>Time Starting</u>	<u>Time Ending</u>	<u># of Hours</u>	
					<u>Teacher's Initials</u>
					<u>Mentor's Initials</u>
<u>Date</u>	<u>Activity Completed</u>	<u>Time Starting</u>	<u>Time Ending</u>	<u># of Hours</u>	
					<u>Teacher's Initials</u>
					<u>Mentor's Initials</u>
<u>Date</u>	<u>Activity Completed</u>	<u>Time Starting</u>	<u>Time Ending</u>	<u># of Hours</u>	
					<u>Teacher's Initials</u>
					<u>Mentor's Initials</u>
				TOTAL HOURS	

Mentor: Please sign below once the student has completed this job card.. Your signature and initials indicate an approval of the time spent and work done on the project so far.

Signature: _____ DATE: _____

SENIOR PROJECT REFLECTIVE NARRATIVES

Reflective Narratives are thoughtful records that documents the time you spend on your project. They should also give proof your skill development, knowledge learned, successes and failures throughout the entire process. You will write three separate narratives throughout the Senior Project Process. Each narrative will document approximately 10 hours of work on your project.



NOTE: The narratives should show a fully developed, timely, and honest response of your experiences from start to finish. Your reflective narratives will be turned in according to the due date given by your English teacher.

FORMAT REQUIREMENTS:

- Proper heading (Your Name, Teacher, Class, Date) on the first page, standard header on additional pages (Ester 2)
- Title – Reflective Narrative 1 or 2
- Each reflective narrative should be 2 full pages typed, double spaced (Times New Roman 12 point font)
- Each narrative must document approximately 15 hours of work



WRITING YOUR REFLECTIVE NARRATIVES:

When writing your reflective narrative, please include the following information:

- Detailed account of how you spent your time
- Progress you are making on your project
- Interaction with mentor (if applicable)
- What are you learning about employability skills?
 - Teamwork, communication, self-motivation, problem solving techniques, work performance, commitment, responsibility, and safety
- How is your project developing?
- Have you encountered any difficulties getting the project to work the way you want?
- Discuss the successes you have achieved

REFLECTIVE NARRATIVE 1 (Hours 1-15)

Include discussion about deciding on your project and mentor; planning and organizing; meeting your mentor; any difficulties you have run into; and your next steps in your project.

Include discussion about the development of your project; any changes you have made in your project; explain how the work you are doing on your project relates to the topic of your research. Also discuss your successes and challenges so far.

REFLECTIVE NARRATIVE 2 (Hours 16-30)

Include discussion about the end product, event, or goal of your project. What did you learn? How did your mentor guide and assist you? Be sure to talk about how this experience connects with your goals and desires after high school.



EXAMPLE SENIOR PROJECT REFLECTIVE NARRATIVE

Polly Ester

Mrs. Jones

English 12/Period 3

9 December 2016

Reflective Narrative 1

Over the summer, I did a lot of thinking about my senior project. I wanted to do something interesting and helpful to others, but not incredibly time-consuming. Through STARS training, I've grown interested in the study of teen pregnancies and with my connections at the Rogue Valley Pregnancy Resource Center (RVPRC), I decided to create a project involving working with people in a crisis pregnancy situation.

I signed up to volunteer at the RVPRC and met my mentor, Laura Redgrave. Laura has worked at the center for six years, serving as a veteran counselor; she also leads many of the trainings for volunteers and new counselors. Through conversations with Laura, I decided my project would involve basic volunteer training, volunteering at the center, as well as sitting in on some counseling sessions. Of course I would only attend sessions with willing clients and I had to sign a confidentiality agreement. Our first few meetings were spent talking about how the center started, its purpose, and the services and resources provided to the girls, women, and families.

In looking into some of the resources and literature at RVPRC, I discovered it's not only teens who find themselves in crisis pregnancy situations, but older women and married couples as well. Therefore, I will look at crisis pregnancy resources and options for all women, not just teens. I also hope to work with a variety of clients at the RVPRC, but that will be beyond my control.

So far the only challenge I've faced was scheduling time for the volunteer training. It was four hours total, so I had to cut back on some of my work hours. Laura also wanted to meet a few more times after the training before I sat in on a counseling session with a client. It took some scheduling and prioritizing to get it all in. Also, since Laura serves as my mentor, she wants me to only sit in on counseling sessions that she conducts. In the long run, this will be better and help maintain confidentiality, but it may prove more difficult for me to attend sessions if I'm only working with Laura. My goal is to spend more time in the counseling sessions and learn about that process rather than focusing solely on volunteering.

In the past few weeks since the volunteer training, I've been able to work a few hours, meeting clients and other volunteers, answering phones, scheduling, and organizing donations. Clients make appointments to meet with counselors and also can receive some of the supplies as needed. Individuals and organizations provide clothes, supplies, and even baby food to the center. This work has given me a good understanding of the center, but I'm more interested in the counseling aspect.

My next step is to meet more of the clients, get to know them, and find out if they would be willing to have me sit in during one of their counseling sessions. Laura says I need to give it a bit more time so a client would feel comfortable with me being present. I'm definitely learning patience in this process. I also had to practice a lot of my communication skills in meeting Laura, clients, and volunteers. These skills plus problem solving and responsibility should continue to be developed throughout my project.

ONE-PAGE OVERVIEW

The one-page overview not only allows you to look back over your entire Senior Project to see what you have accomplished, it also allows you to see how you have grown, and how much you have learned through this experience. For this assignment, you must provide specific examples to illustrate your generalizations.

FORMAT REQUIREMENTS:

- Proper heading
- Title – Overview (centered, 12-point font)
- One page only (Times New Roman 12 point font) – typed
- Block paragraphs – do not indent
- Single space –extra space between paragraphs
- Three paragraphs

OVERVIEW REQUIREMENTS:

Paragraph one: Identify yourself, your activities and interests and mention your plans for the future

Paragraph two: Describe your project; mention the work you did with your mentor

Paragraph three: Describe what you learned about yourself and gained from the experience. Don't just say, "I learned a lot" or "I learned nothing."
Include one to two sentences addressing your 4-Year Plan and how your senior project relates to your plans for the future.

Make sure you save a copy of your overview so that changes and corrections can be made as needed.

**This overview will be read by the community panelists
prior to your final presentation, so make sure it is written professionally.**



EXAMPLE
ONE-PAGE OVERVIEW

Polly Ester
Mrs. Jones
English 12/Period 3
5 May 2017

Overview

My name is Polly Ester, and I have lived in Oregon my entire life. I am a very active person and feel that sports are an excellent way to discharge excess energy, but I also believe that it is important to have time to relax. A few of the things that I find the most relaxing are yoga and art. I have decided to attend the University of Oregon this upcoming fall and have recently been accepted into the School of Architecture. This is a great honor, for I have wanted to be an architect from a very young age and am hoping that this will be my chance to pursue my dream.

Excited by the art of architecture, I decided to try it out myself. For my project, I designed the exterior of an office/warehouse building that will be located on Highway 99 in Talent. In its completion, the building will be the new home of SOS Plumbing. Designing the structure required a great deal of extremely tedious work, but at the same time was extremely exciting. I started by coming up with the basic shape and size that the building had to be in order to fit the needs of my client. Because architecture relates directly with function, it is important to know the uses of the building. I then moved on to the architectural detail of the structure. My mentor for the project was Mr. Doug Skelton, a local architect. Mr. Skelton recently designed the remodel of such structures as the Ashland Springs Hotel and Talent Middle School.

In doing this project, I learned a great deal about architecture and the process used to design a building. There were several instances where I wished I had taken on a simpler project, but now that I am finished, I am very satisfied with the idea that my creation will soon be built for everyone to see. While at times I may have doubted my goal of becoming an architect, I now know that the satisfaction of a finished project is well worth the tedious work that must be applied. I grew in my appreciation for the importance of attention to detail and developed greater persistence in the face of frustration. In my 4-Year Plan, I have created goals for myself that will aide me in becoming an architect. The contacts I have made and the experiences from my Senior Project place me one step further on the road to reaching my goal.

PRESENTATION



SENIOR PROJECT ORAL PRESENTATION REQUIREMENTS

The oral presentation of your project is the last component of your Senior Project. Your presentation will be practiced many times in Advisory and/or English class so that you are comfortable with the information and confident during your speech. The final presentation will be given to a panel of community members, a teacher, and other seniors who will be presenting in the same room.

Speech Requirements

- 8-10 minutes in length; needs to include the showing of your physical project and any visuals. **SPEECHES SHORTER THAN 7:45 AND LONGER THAN 10:15 WILL NOT PASS AND MUST BE REPEATED TO MEET LENGTH REQUIREMENTS.**
- 5 minutes to respond to questions from panel members



You may use a few note cards, but your speech should be **well rehearsed and nearly memorized**, as judges have that expectation. They feel heavy use of note cards is a sign of poor preparation.

Appropriate Appearance

You are representing Phoenix High School and you want to make a good impression. First impressions are very important – what you wear is as important aspect of your presentation. Dress professionally, in business attire as you would for a job interview.

- **Males-** wear dress pants with **matching belt and dress shoes**, and a long sleeved, ironed dress shirt with a professional-looking tie. Make sure your pants fit well and are not too baggy. Hair should be clean and neat.
- **Females-** wear dress pants or skirt with a non-revealing shirt and dress shoes – no flip-flops or tennis shoes. If wearing a dress, the dress should not be too revealing or too tight. Make sure your outfit fits well and is not too tight; refrain from showing belly buttons, bra straps, underwear or bare shoulders. Keep your necklines and skirt lengths professional – **no cleavage; skirts/dresses no shorter than two inches above the knee.**
- **NOT ALLOWED: tennis shoes, flip-flops, t-shirts, denim of any kind, spaghetti straps, or tank tops/bare shoulders**
- **All** should arrive on time, prepared, and with all the needed materials. Your entire appearance should be serious and mature, with a hint of personal style.



DRESS *for* SUCCESS

PRESENTATION OUTLINE

Introduction

Use a story, an illustration, a question or statistics to create an engaging introduction that generates the interest of the panel. Be sure you have a thesis statement and introduce yourself.

Body

- List and explain the main points you want to make and be sure to describe your learning stretch
 - **Point 1:** Explain your project topic. What interested you in your project?
 - **Point 3:** What you learned from the physical project phase – how attitude, skills, and knowledge were changed. Walk us through your process.
 - **Point 4:** What you learned about yourself from doing the Senior Project.
 - **Point 5:** What do you plan to do in the future? How has the Senior Project experience affected you and your choices in the future? Be sure to address connections with your 4-Year Plan.



Conclusion

End with some type of connection to your introduction and/or possible extension to the real world. Readdress how your project challenged your learning/skills/experiences. Thank judges and invite questions.

Visual Aides

Visual aides are a requirement, so make sure to include strong visuals that enhance your message, transitions from point to point, build logical bridges between all major sections of your presentation, and include your physical project at some point.

Examples:

Video (limit to 3 minutes, may play silent video in background during entire presentation)

Power Point

Live Performance (limit to 3 minutes)

Slides (present from front of room, speak as you show slides)

Poster (large enough to be clearly visible to all panel members)

Handout/ Brochure

Models

Graphs/Charts

Overhead Transparencies

Photographs/Pictures

***Note: Three minute video or audio DOES NOT count toward your ten minutes of speaking.**

Maintain an effective pace, good eye contact, and sufficient volume. Make your audience say “wow” by using incredible stories, examples, or other unique elements.

Maintain a positive impression from start to finish.

SENIOR PROJECT PRESENTATION CHECKCKLIST

Student Name: _____

Advisor/English Teacher: _____

Senior Project: _____

Presentation room assigned: _____



Audio/Visual Equipment:

I will need the following equipment for my presentation:

Circle all that apply:

- PowerPoint Projector
Stereo/CD Player
- Whiteboard with markers
- SMART Board
- Other: _____

- My presentation needs to be outside – reason: _____

Computer Equipment:

_____ I need to use a classroom computer for my presentation

Other Equipment:

Borrowed from:

(Staff member must initial for approval)

Appearance:

_____ I have selected an appropriate outfit to wear for my presentation – (your clothes should represent your respect for your audience and should not be distracting– if you are in doubt – be conservative!!)

Student's signature (required): _____

English teacher's signature (required): _____

Date approved: _____

****If your presentation needs change, it is your responsibility to contact Brenda Selee with that information as soon as possible.***

Name _____ Grade Level _____ Date _____

Senior Project Presentations/Junior Career Speeches: Appropriate Appearance

You are representing Phoenix High School and you want to make a good impression. First impressions are very important – what you wear is an important aspect of your presentation. Dress professionally, in business attire as you would for a job interview.

- **Males-** wear dress pants with a matching belt, a dress shirt with a professional-looking tie and dress shoes. Make sure your pants fit well and are not too baggy. Hair should be clean and neat.
- **Females-** wear dress pants or skirt with a non-revealing shirt and dress shoes – no flip-flops or tennis shoes. If wearing a dress, the dress should not be too revealing or too tight. Make sure your outfit fits well and is not too tight; refrain from showing belly buttons, bra straps, or underwear. Keep your necklines and skirt lengths professional – **Cover shoulders; no cleavage; skirts/dresses no shorter than two inches above the knee.**
- **NOT ALLOWED:** tennis shoes, flip-flops, t-shirts, denim of any kind, spaghetti straps, or tank tops.
- **All** should arrive on time, prepared, and with all the needed materials. Your entire appearance should be serious and mature, with a hint of personal style.

If you need wardrobe assistance, please check with Denise Wright in the Front Office.

Please indicate your specific needs (Circle all that apply. Indicate Men’s or Women’s sizes/styles):

Dress Pants—size _____

Dress Shoes---size/color_____

Dress Shirt---size _____

Dress Socks----color_____

Tie----color _____

Belt---color/size_____

Blouse---size_____

Dress---size_____

Skirt----size_____

Other_____

Turn this in to Denise Wright in the Front Office.

APPENDICES

&

SCORING

GUIDES



APPENDIX A: EMERGENCY EXTENSION REQUEST FORM

In the case of an emergency or a situation **beyond the student's control**, students may request a deadline extension for a Senior Project assignment. The request will be reviewed by the Phoenix High School Senior Project Committee for approval and deadline extension.

Name _____ English Teacher _____

Senior Project Assignment _____

Original Due Date _____

Justification for Extended Deadline: Please briefly, yet specifically explain the reason for the extension request.

*** REQUESTS MUST BE SUBMITTED TO ENGLISH TEACHER AT LEAST 3 CALENDAR DAYS BEFORE THE ORIGINAL DUE DATE OF THE ASSIGNMENT**

New Due Date _____

Requirements/ Conditions:

Student Signature

Date

English Teacher Signature Date

APPENDIX B: MENTOR CONSENT FORM

Dear _____:

I am participating in Phoenix High School's Senior Project program, which allows me to explore an area of interest in detail. This project requires the cooperation of an adult mentor who has some expertise on the topic I am researching. The responsibilities of the mentor are as follows:

- To provide some guidance if this is a field I am interested in exploring.
- To meet with me and discuss the possibilities for 'hands on' experience in your area.
- To serve as a 'sounding board' for my ideas about my project.
- To help guide me through the process of the project/product phase of the program.

(NOTE: A minimum of five hours must be spent with the mentor.)

I understand that I am responsible for making and keeping any and all appointments that we make. I also understand that an evaluation and verification sheet will be signed by you at the end of the mentorship. If you have any questions, please contact my Advisor, _____ at (541) 535-1526. In advance, I thank you for your time and your willingness to be a part of this educational experience.

Student Name (Print)

Student Signature

Mentor:

Please fill out all information below completely and accurately and sign to indicate your consent:
Please print all information.

Name: _____

Employer/Position: _____

Address: _____

Phone #: _____ (home / work / cell)

E-mail address: _____

How will this student be spending their 5 hours with you?

Signature of Mentor _____

Date _____

**APPENDIX C: FINAL MENTOR VERIFICATION
& EVALUATION**

Student Name: _____

Mentor Name: _____

Project: _____

1. Total number of hours the student spent on the project: _____
2. What successes did this student accomplish?
3. What difficulties did the student experience? How were those difficulties overcome? Did the student handle these situations in a professional, mature manner?
4. Explain the effort level put forth by the student throughout the project.
5. Would you be willing to serve as a panelist for the Senior Project presentations on **Wednesday, June 8, 2016 from 1-3:30 p.m.**?
6. Please complete the attached Career Related Learning Standards evaluation based on your knowledge of the student.

Mentor Name (Print)

Mentor Signature

Phone Number

Date

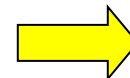
MENTOR EVALUATION

Career Related Learning Standards

Please place a check mark in the column that best fits the student for each standard. If you did not see the student using a particular skill, please mark N/A in one of the boxes.

Student Name: _____

STANDARD			
Personal Management	RARELY	SOMETIMES	CONSISTENTLY
Demonstrates honesty & integrity			
Self-Motivated			
Has personal & career goals			
Exhibits a good attitude			
Problem Solving/Decision Making	RARELY	SOMETIMES	CONSISTENTLY
Is flexible			
Plans and organizes work			
Adapt to changes during project			
Can reason & make objective decisions			
Relations with Other People	RARELY	SOMETIMES	CONSISTENTLY
Works well with other people			
Accepts constructive criticism			
Accepts authority & supervision			
Is friendly & cooperative			
Communication Skills	RARELY	SOMETIMES	CONSISTENTLY
Asks questions & seeks help when needed			
Uses appropriate language			
Actively listens			
Task-Related Skills	RARELY	SOMETIMES	CONSISTENTLY
Complete tasks on time, completely & accurately			
Listens & follows directions			
Stays on task			
Works to improve performance or product			
Able to prioritize			



	RARELY	SOMETIMES	CONSISTENTLY
Maturity			
Accepts responsibility for behavior & assignments			
Does not let personal life interfere with work			
Uses time wisely			
Shows self-confidence			
Takes pride in work			
Works well without supervision			
Takes initiative to get work done			
Is reliable & dependable			
Health & Safety Habits	RARELY	SOMETIMES	CONSISTENTLY
Observes safety rules & regulations			
Dresses appropriate for the job			
Works well under stress & pressure			
Commitment to Project	RARELY	SOMETIMES	CONSISTENTLY
Arrives on time & has good attendance			
Is interested & enthusiastic			
Puts forth their best effort			
Desires to learn more			

Please provide any additional feedback about the student or the project/program:

Mentor Name (Print)

Mentor Signature

Date

Thank you once again for providing your time, expertise, and guidance.
Phoenix High School Senior Project Committee

APPENDIX D: PHOENIX HIGH SCHOOL
MEDIA RELEASE FORM

I, the undersigned, do hereby consent and agree that _____ (student name) has the right to take photographs, videotape, or digital recordings of _____ (group or event) beginning on _____ and ending on _____ and to use these in any and all media, now or hereafter known, and exclusively for the purpose of _____'s (student name) Senior Project. I further consent that names and identities may be revealed therein or by descriptive text or commentary.

I do hereby release to _____ (student name) all rights to exhibit this work in print and electronic form. I waive any rights, claims, or interests I have to control the use of identities or likenesses in whatever media may be used.

I understand there will be no financial compensation for recording _____ (group or event).

I understand that _____ (student name) and Phoenix High School are not responsible for any expense or liability incurred as a result of my participation in this recording, including medical expenses due to any sickness or injury incurred as a result.

I represent that I am at least 18 years of age, have read and understand the above statement, and am competent to execute this agreement.

Name: _____ Date: _____

Address: _____

Phone: _____

Signature: _____

Witness for the undersigned: _____

Senior Project Presentation Scoring Guide

Presenter's Name: _____

Criteria	Powerful (5 pts.)	Capable (4 pts.)	Acceptable (3 pts.)	Poor (1 pt.)
Purpose				
Clearly communicates the knowledge, skills, and attitudes learned during all phases of the Senior Project Experience.				
Organization				
Introduction states a clear point. Uses an effective strategy to gains audience's attention and state intention.				
Body develops ideas clearly and effectively.				
Order of information flows well.				
Conclusion summarizes and extends to the "bigger picture" and includes future plans. Answers the question "so what?"				
Information				
Describes in detail process of creating physical project				
Explains the "learning stretch"				
Reflects emotional and intellectual growth or progress				
Includes in depth self-reflection				
Language Use				
Uses precise and interesting terms				
Employs correct grammar and usage.				
Delivery				
Confident, smooth, focused, and interesting				
Appropriate attire for professional presentation				
Well prepared for presentation.				
Uses sufficient volume, appropriate voice, varied expressions, and clear pronunciation				
Employs appropriate posture, eye contact, gestures, and facial expressions				
Visual Aids & Other Support Materials				
Uses appropriate audio and/or visual aids to enhance the presentation. Visuals easily seen by the audience.				
Question & Answer				
Able to answer questions with knowledge, poise, and fluency.				
Portfolio				
One-page overview appears professional and well organized.				
Reflects high effort and personal investment.				

TOTAL: _____ /100

Comments:

REFERENCES

The following schools provided the framework / ideas for a variety of the information found in this handbook. Each document has been modified to fit the requirements and expectations of Phoenix High School.

Adrian High School:

- Presentation Scoring Guide

Folsom High School

- Senior Project Proposal
- Letter of Intent Format

Gulf High School

- Selecting a Topic
- Mentor Consent Form

Sam Barlow High School

- Project Proposal Rubric

South Medford High School

- Job Card