



## Fivay High School—Senior Project: Class of 2013

### Preparation

1. Senior Project Introduction	October 3	
2. Research Proposal	November 6	(50)
3. Annotated Bibliography	December 12	(50)
4. Research Outline	January 16	(25)
		____/(125)

### Research

5. Research Paper Draft	January 28	(100)
6. Service Letter w/ Commitment Form	February 13	(50)
7. Revised Research Paper Draft	February 26	(100)
		____/(250)

### Service Learning

8. Service Hours (Verification, Log & Interview)	April 12	(50)
9. Résumé	April 19	(50)
10. Portfolio with Pictures	Due at Presentation	(50)

### Reflection

11. Senior Presentations (5-7 minutes with PowerPoint)	May 6-10	(100)
		____/(250)

**\*Senior Presentations will be conducted in the English classes.**

**\*\*The Final Portfolio will contain the following items:**

- 1. Research Proposal**
- 2. Research Documentation**
- 3. Research Outline**
- 4. Research Paper Draft and Revised Draft**
- 5. Service Hours Paperwork**
- 6. Photo Documentation/ Representation of Service Hours**
- 7. Résumé**

## Welcome Letter

Dear Senior,

This year in English IV: College & Career Readiness, you will complete a Senior Project in preparation for post-graduation life. You will be using skills learned throughout your school career to conduct interesting and meaningful work that will have immediate and future applications. Senior Project includes the following components, requiring skills that you have developed and used in the past (i.e., researching, writing, designing, creating, organizing, speaking):

### **(1) Research Paper   (2) Service Hours/ Work Study   (3) Portfolio   (4) The Presentation**

**1.** You will identify a concern in your community (i.e., school, neighborhood, state, nation, world) and determine a potential solution. You will research and write a paper about your solution. \*\*\*NOTE: You will document information on an approved subject of your choice but on which you are not already an expert. Your research must be a stretch beyond what you already know.

**2.** Once you fully understand the concern and solution, you will identify and work with an organization to meet a need in your community, completing 15 Service Hours or Work Study Hours that relate to your research. In determining your Service Hours/ Work Study Hours, you will also set personal learning goal(s), which the high standards of Senior Project demand. You will document your hours with pictures and verification forms. All of the Service Hours or Work Study Hours are to be completed VOLUNTARILY, with no payment made to or accepted by the student. If the Work Study option is chosen, students will choose a Mentor and work alongside the Mentor for 15 hours at a place of business. If the student chooses the Service Hours option, the service hours are to be completed at a non-profit organization. Hours related to the students' topic will be accepted if they are completed during the 2012-13 school year, as well as the summer of 2012. Volunteer hours from previous school years will not be accepted.

**3 and 4.** The final pieces of the project will be the portfolio and presentation—an important and mature part of the learning process is reflection. This is part of the ongoing (re)evaluation of the learning and the experience. Reflection can be done in various ways, such as blogging/journaling, writing, and talking. The Portfolio will document your journey through the Senior Project. Among the items included in the Portfolio are letters and forms. The Presentation will be a 5-7 minute presentation given in front of your peers in your English class. It will be a demonstration of the process, learning, and discoveries of the Senior Project.

Your English teacher will be giving you the guidance that you need to be successful. In addition, you will have the support of your community (i.e., teachers, peers, parents) and technology resources. But ultimately, the success of your project depends on you. If you adhere to the guidelines, meet the deadlines, and put forth your best effort, you will know that you have come a long way since freshman year and are ready to go on to the next phase of your life.

Sincerely,

The FHS Senior Project Committee

## **1. Research Paper Description**

The research paper must meet the following requirements:

1. Be 5-7 pages
2. Be in MLA format
3. Focus on a solution (i.e., remedy, therapy, method)
4. Prove a point; hence, persuade--so no history of or how to
5. Relate to the Service
6. NOT use 1st or 2nd person point of view
7. Use at least 5 valid sources

## **2. Service Description**

During the Service phase, students must spend 15 hours minimum working with an organization to meet a need in the community, related to their research, and to achieve personal learning goals. Students may choose to meet this requirement by working with alongside a mentor or other professional in a specified workplace.

The learning goals require a golden ratio of challenge and ability, hands-on learning in a real-world context. Student application of skills, the quest for quality, and the ability to apply and use appropriate information, as well as the demonstration of time management, problem solving, effective communication, and perseverance are key characteristics impacting the senior's success.

This phase of Senior Project offers students a unique blend of real-world experiences combined with the knowledge and skills learned in school. In doing so, it allows all seniors an opportunity to experience success, pride, and a sense of accomplishment. It also strengthens school and community relations as the seniors interact with community members.

## **3. Presentation Description**

The Presentation describes what you have learned from fulfilling the requirements of your Senior Project. It is a reflection by you, the student, of all that you have accomplished. Of special importance is the description of what you learned from the total experience and your prediction of how the experience will help you in the future.

The Presentation will consist of a 5 to 7-minute PowerPoint Presentation, followed

by a brief question and answer session. You will make your presentation in your English class in front of an audience of your peers.

You are evaluated on your preparedness, ability to communicate, and the overall quality of your Senior Project. The presentation allows you to showcase the research, writing, and presentation skills you have developed throughout your high-school career. You will be considered an expert in the area of your research, are expected to dress appropriately, and must provide a polished, organized, and effective overview of your project.

#### **4. Portfolio Description**

The Portfolio must include clean copies of the following items, organized in this order. Each item should be placed in a sheet protector to keep your Portfolio looking professional:

- Résumé
  - Research Paper rubric
  - Research Paper and Works Cited (clean copies)
  - Service Letter
  - Commitment Form
  - A copy of the Service Hours Paperwork
  - 9 pictures (minimum)
  - Service Verification
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- The Senior Project Portfolio is expected to be in a white, 1-inch presentation binder.
  - Students are expected to document in their Portfolios that they have finished their Service.
  - Portfolios are expected to be neat and complete.

## **FREQUENTLY ASKED QUESTIONS**

### **Q: What is Senior Project?**

**A:** Senior Project is a process where the students complete a research paper, a service, and a presentation with a portfolio. At Fivay High School, the project will begin in the 2<sup>nd</sup> grading period and extend through the 3<sup>rd</sup> and 4<sup>th</sup> grading periods.

### **Q: Where did Senior Project come from?**

**A:** Senior Project was developed by the Center for Dynamic Learning in Oregon, and our program is closely modeled to this standard. We have tailored the program to meet our diverse student population and enable their success.

### **Q: Why does Fivay High School participate in the Senior Project process?**

**A:** The faculty and administration of Fivay High School believe that participating in this process provides an opportunity for each student to learn outside of the general academic curriculum.

### **Q: What does the student get out of the process?**

**A:** By participating in this process, our students are able to take the learning outside of the classroom and, for many, discover something about themselves that they never knew before.

### **Q: Does every student at Fivay participate in Senior Project?**

**A:** Every senior at Fivay that is enrolled in English IV: College Prep will participate in the same manner. Basic education students (including ESOL and ESE students) will participate in the entire process and will follow the timeline as published, with the culminating Presentations in the spring. Dual Enrollment (DE) and Advanced Placement (AP) students are not participating at Fivay for the 2013 Senior Project.

### **Q: My student has a learning challenge; will he or she still have to participate?**

**A:** Yes, the faculty and administration at Fivay believe that every student will directly benefit from this process. Our teachers are adept at working with learners of all levels and abilities. For learning-challenged students, this is especially true, as they are able to complete a series of tasks and are given the full responsibility for the outcome. When they are finished, these students have something to be proud of and they know that they have accomplished something great.

### **Q: Do other high schools in Pasco County participate in Senior Project?**

**A:** Yes, every high school in Pasco County participates in this process. There is an inter-school panel that meets periodically to ensure that the standards and expectations are consistent among the high schools.

### **Q: How do I know that this process is meeting the needs of my student(s)?**

**A:** At Fivay, the Senior Project process takes place as part of the English IV: College Prep curriculum. The English teachers are responsible for coordinating lesson plans to ensure that each student is subject to the same standards and grading weights. The English teachers use the Sunshine State Standards and the Standards for 21st-century living to keep the Project relevant to today's needs. Our goal is to have our students leave Fivay ready to attend college, begin technical training, enter the workforce, or join the military.

**Q: Is it possible for my students to fail Senior Project? Would this effect the grade in English class?**

**A:** Yes, it is possible for your student to fail Senior Project. To fail, the student would have to do none of the required work or turn work in significantly late. This is, in part, why the parents and guardians play such a significant role in the process. If a student were to not do any of the work, there is a probability that the student would fail English. Although the Senior Project is only a partial component of the quarter grades, the components are graded and do carry weight in the final grade.

**Q: What can I do to help my student be successful?**

**A:** Become part of the process by asking how things are going. Help your student get and stay organized; this is one of the most important skills that your student needs to learn. Another important skill is that of time management--there are due dates that must be met. The due dates are all published and do not change during the year. Be a resource. This may be a stressful time for your student so be willing and able to sit with him or her occasionally and provide support.

**Q: What choices do the senior have in selecting a Service?**

**A:** The student is responsible for defining the Service. But it must meet the requirements: research-paper related, 15-hours with an organization to achieve a learning goal documented with pictures for the Presentation OR 15 hours worked alongside a professional in a place of business. Students may use service hours that are documented from the summer of 2012 or the 2012-2013 school year.

**Q: What determines a good Service?**

**A:** The criteria are simple and bear repeating: it **MUST** exhibit a learning goal and evidence of the fifteen-hours minimum of work. In addition, the hours must be verifiable and be documented.

**Q: What is a "learning goal"?**

**A:** A learning goal is a goal set by senior to accomplish something new or out of the comfort zone. Once achieved, the student will have an increase in depth of knowledge and/or skill compared to what the student started Senior Project with.

**Q: How much help can be used for the Service?**

**A:** The Service is to be the work of the senior. An adult may guide, encourage, and/or support the senior, may provide any special equipment or a place to work (with parent approval); however, no one can finish the Service for the senior.

**Q: What do I do if I have questions about my student?**

**A:** At any time, you may contact your student's English teacher.

## COMMITMENT FORM

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Directions: Attach your Letter of Service Intent **to the back** of this form and get all of the required signatures before turning it in to your English teacher.

### **Student's Commitment**

*In the attached letter, I have described my plans for Senior Project and am committed to the goals that I have set for myself. I understand that I will be responsible for the success of my Senior Project, that I will be held accountable for all of the project components, and that I must make every effort to meet deadlines, as the negative consequences of not doing so will jeopardize my English grade and, hence, graduation. I also know that I am responsible for asking for help when needed.*

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Print Name

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Signature

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Date

### **Parent's/Guardian's Commitment**

*Knowing that my student must complete a Senior Project and having read my student's attached letter, I am committed to assisting and motivating him/her to meet the goals that he/she has set for him/herself.*

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Print Name

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Signature

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Date

### **(Optional) Faculty Advisor's Commitment**

*Having read this student's attached letter, I am committed to supporting and advising this student throughout his/her Senior Project's Service.*

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Print Name

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Signature

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Date

## **SERVICE LETTER OUTLINE**

**DIRECTIONS:** Write your Service Letter to your English teacher in the formal letter format. Use the outline below to guide your content. The final draft must be a typed, single-spaced, one-page letter (adjust margins, if needed) attached to the Commitment Form. Once complete, this will be a binding agreement between you, your parent/guardian, your advisor, and your teacher.

I. Your address

II. Due Date

III. 12115 Chicago Ave  
Hudson, FL 34669

IV. Salutation—with colon

V. Tentative Proposal

- a. What important issue to the community (and to you) have you chosen to address?
- b. What solution did you research through the paper?
- c. What organization/group will you work with for your Service?
- d. What work do you plan to do with this organization/group?

VI. Goal Setting

- a. What do you hope to learn from this project? What might be your learning goal(s)? Think skills (i.e., technological, social, professional) and academics (i.e., information, processes).
- b. What personal goals do you hope to achieve with this project (i.e., completing all assignments, meeting all deadlines)?

VII. Closing

VIII. Signature (leave yourself 4 spaces)

IX. Typed name

# Research Proposal Worksheet

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

Due: \_\_\_\_\_

Directions: Use A PENCIL to complete this form, which will guide and document your research.

What concern are you interested in addressing?
What viable solution, found in your preliminary research, will be the focus of your research paper?
Check the box of each database searched: <input type="checkbox"/> EBSCOHost -STUDENT RESEARCH CENTER <input type="checkbox"/> Gale Student Resource Center GOLD <input type="checkbox"/> SIRS Researcher - Social Issues; Pro/Con <input type="checkbox"/> Online Library Catalog <input type="checkbox"/> Other: Check the box of each website domain searched: <input type="checkbox"/> .org <input type="checkbox"/> .gov <input type="checkbox"/> .com <input type="checkbox"/> Other: Name of potential interviewee:
Circle Evaluation:            List by authors' last name (and/or titles) Weak Good Wow        1. Weak Good Wow        2. Weak Good Wow        3. Weak Good Wow        4. Weak Good Wow        5. Weak Good Wow        6.
Based on your initial research, what is your tentative research focus? <ul style="list-style-type: none"><li>▪ Tentative paper title:</li><li>▪ Point to be proven:</li><li>▪ 3 areas of focus:     1.     2.     3.</li></ul>
Check the box for one of the following: <input type="checkbox"/> Persuasion—proves a point <input type="checkbox"/> Cause and Effect—proves the connection between events and results <input type="checkbox"/> Comparison—compares 2 things based upon the criteria that you set to prove which is best

We have reviewed this proposal and discussed it with the student. We agree to support the student throughout this research and writing phase of the Senior Project by answering questions, giving suggestions, reading drafts, and offering encouragement.

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

# RESEARCH PAPER RUBRIC

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

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

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

Final Grade: \_\_\_\_\_

/100

Revised Grade: \_\_\_\_\_

/100

Criteria					Final
<b>MLA Format (10 pts)</b>					
<input type="checkbox"/> 1 inch margins <input type="checkbox"/> Double-spaced <input type="checkbox"/> Proper heading <input type="checkbox"/> Page numbering <input type="checkbox"/> Parenthetical citations					
<b>Introduction (10 pts)</b>					
<input type="checkbox"/> Grabs reader's attention <input type="checkbox"/> Well-developed <input type="checkbox"/> Thesis statement					
<b>Sentence Fluency (10 pts)</b>					
<input type="checkbox"/> Flow/rhythm <input type="checkbox"/> Varied structures <input type="checkbox"/> Well built/strong <input type="checkbox"/> Smooth transitions between sentences					
<b>Word Choice (10 pts)</b>					
<input type="checkbox"/> Precise/accurate/clear <input type="checkbox"/> Engaging/appropriate <input type="checkbox"/> Effective/persuasive					
<b>Voice (10 pts)</b>					
<input type="checkbox"/> Sensitivity to audience <input type="checkbox"/> Academic writing (i.e., no colloquialisms) <input type="checkbox"/> Formal—no 1 <sup>st</sup> person, 2 <sup>nd</sup> person, nor contractions					
<b>Organization (10 pts)</b>					
<input type="checkbox"/> Logical/effective sequencing of ideas <input type="checkbox"/> Balanced treatment of 3 aspects <input type="checkbox"/> Focused paragraphs <input type="checkbox"/> Smooth transitions between topics					
<b>Conventions (10 pts)</b>					
<input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Grammar <input type="checkbox"/> Meets the 6-8 page requirement					
<b>Ideas (10 pts)</b>					
<input type="checkbox"/> Focused/concise <input type="checkbox"/> Uses quotes/paraphrasing/summarizing effectively <input type="checkbox"/> Offers supportive details/evidence <input type="checkbox"/> Clear logic for reader to follow					
<b>Conclusion (10 pts)</b>					
<input type="checkbox"/> Thesis statement restated <input type="checkbox"/> Summarizes main points <input type="checkbox"/> Strong conclusion					
<b>Works Cited Page (10 pts)</b>					
<input type="checkbox"/> Alphabetical order <input type="checkbox"/> Double spaced <input type="checkbox"/> Reflects all sources used in paper <input type="checkbox"/> Follows MLA format <input type="checkbox"/> Sources are used (i.e., quantity, type)					
<b>Revisions (100 pts)</b>	A+ (50) Every concern was addressed	B+ (44) Most concerns have been addressed	C+ (39) Made only superficial corrections (i.e., punct.)	D+ (34) Corrections were haphazardly made	F (0) No corrections have been made
	A+ (50) Paper is perfect or close to it	B+ (44) Paper has slightly improved	C+ (39) Reading quality seems the same	D+ (34) Changes have worsened the paper	F (0) No changes have been made

# Revision Checklist

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

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## General:

- Does your paper adequately support or prove the thesis statement?
- Does your paper have a clear introduction, body, and conclusion?
- Does every idea follow logically from the one that precedes it?
- Have you used transitions throughout to show the connections between ideas?
- Do you have a three-pronged thesis?

## Introduction:

- Will the introduction capture your readers' attention?
- Does the overview effectively lead to the thesis?

## Body:

- Does the body of your paper present evidence from a wide variety of reliable sources?
- Are materials from your sources presented in a combination of summary, paraphrase, and quotation?
- Are there any gaps in your argument that should be filled by doing additional research? Are there any points that are inadequately supported?
- Have all unnecessary or irrelevant materials been deleted from the body of your paper?
- Have you avoided unsubstantiated statements of opinion throughout?

## Conclusion:

- Include and reword your thesis in the conclusion of your paper.
- Does your conclusion summarize the main points that you have presented in support of the thesis?
- Your conclusion gives readers a satisfactory sense of completion: all the loose ends tied up, all parts of the thesis have been supported, all most likely questions about the topic been addressed.

## Style:

- Have you achieved variety by using many different kinds of sentences, including short and long sentences; simple, compound, complex, and compound-complex sentences; declarative, exclamatory, and interrogative sentences; and sentences that begin with different parts of speech?
- Have you avoided wordiness? Have you deleted unnecessary words, phrases, or clauses?
- Have you used clear, concrete examples? Have you defined key terms?
- Have you avoided colloquial language, slang, jargon, and dialect? Have you avoided contractions, personal references, and first-person pronouns such as *I*, *we*, *me*, and *our* throughout?
- Are the sentences in the paper graceful and not awkward?

## Documentation:

- Have you avoided plagiarism by completely documenting (parenthetical citations) all materials taken from sources? Does every summary, paraphrase, or quotation have a corresponding source on the Works Cited page?
- Is each of your direct quotations set off by quotation marks or by indentation? Is each quotation accurate? Does it reflect precisely what was in the source from which it was taken?
- Do you have corresponding note cards for each quotation, paraphrase, and summary?

**Hint: Be certain to keep a copy of your research paper on file electronically (CD or flash drive). You will need to be able to easily make changes and then print a clean copy.**



## SERVICE INTERVIEW

Directions: the student will interview a representative of the organization being considered for Service. Although several basic questions have been provided, the student must create the last 5. Answers should be written in the provided space or attached to this form.

**Name of Interviewee:**

**Date of interview:**

1. Is this a <b>non-profit/public organization</b> ?
2. What <b>problem/concern/issue</b> does this organization strive to address?
3. What <b>solution(s)/method(s)</b> does this organization use to address the problem/concern/issue?
4. How can I volunteer with this organization? <b>Roles? Responsibilities?</b>
5. What members of the community will <b>benefit</b> from my Service?
6. What are some reasonable academic, social, and/or civic <b>learning goals</b> that you might recommend for me?
7. Is there any <b>initial training or orientation</b> required before I can begin? If so, what are the dates?
8. I must complete a minimum of 15 volunteer hours for my project, but will I need to commit to additional <b>hours</b> ? If so, how many total?
9. Are there any <b>age requirements, legal issues, and/or school regulations</b> that conflict with my working with this organization?
10. Are there any <b>potential risks</b> to my safety? If so, what safety precautions will be taken?
11.
12.
13.
14.
15.

## TOPIC SELECTION GUIDE

The following guidelines will assist you in the selection of a topic:

- Students should begin by brainstorming about issues that personally affect them and/or their families, experiences that stood out to them, community concerns that they feel strongly about, etc.
- Some preliminary research may be helpful to the student. By reading about a certain topic, the student may expand his/her areas of interest, and possibilities for exploration may surface.
- Working with an organization is one of the requirements of the Project. Therefore, the proximity of such organizations/events should be considered during topic selection.
- The topic should be one in which the student is interested, but not one about which the student is already an expert. For example, if a student has been volunteering at the SPCA for years, he or she probably knows a great deal about caring for animals and the adoption process. Therefore, it will be hard for the student to set and achieve new learning goals. Unless the student pursues a fresh angle, such as fundraising, the topic will not yield much new learning and, therefore, would not be appropriate.
- The topic should be broad enough to allow the student access to enough information, yet specific 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 (i.e., home remedies, history of emergency services, evolution of first-aid courses). On the other hand, a student choosing to research The Application of Band-Aids to Skin Abrasions probably will not find enough information.
- Students should avoid topics that might involve expenses that they are not prepared to handle. For example, if the research or Service involves travel, long-distance phone calls, or expensive materials, the student may want to make another choice. Remember, the student is not expected to spend money in order to complete the project. Going to great expense does not necessarily enhance the evaluation of the Service.
- Students are to avoid choosing topics that might endanger themselves or others. For example, the use of explosives (in an experiment) or handling of dangerous animals is not appropriate.