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## ***CHS Senior Project Timeline: 2019-2020***

| <b>Assignment</b>   | <b>Date Due</b>             | <b>Comments</b>  |
|---|-----------------------------|--|
| <b>Mentor/Student Agreement Form</b>  | Thursday,<br>Oct. 10, 2019  | Mentor signature required  |
| <b>CHS Mentor Application &amp; copy of mentor driver's license</b>   | Thursday,<br>Oct. 10, 2019  | Due to Senior Project Coordinator  |
| <b>Parent Awareness Form</b>  | Thursday,<br>Oct. 10, 2019  | Parent signature required  |
| <b>Senior Project Proposal</b>  | Thursday,<br>Oct. 10, 2019  | Must be in required format   |
| Checkpoint #1: Minimum of <b>5 project hours</b> logged.  | Thursday,<br>Jan. 16, 2020  | Mentor signature required  |
| Checkpoint #2: Minimum of <b>10 project hours</b> logged.   | Thursday,<br>Feb. 20, 2020  | Mentor signature required  |
| Checkpoint #3: Minimum of <b>15 project hours</b> logged.   | Thursday,<br>March 26, 2020 | Mentor signature required  |
| Final Checkpoint: Minimum of <b>20 project hours</b> logged. Completed <b>Log of Hours</b> and <b>Final Mentor Verification</b> form. | Thursday,<br>April 23, 2020 | Mentor signature required  |
| <b>Senior Project e-Portfolio</b> due   | Thursday,<br>May 21, 2020   | Seniors must complete an e-portfolio in order to be scheduled for a board. |
| <b>Senior Boards</b>  | June 2, 3 & 4,<br>2020      | Professional dress and visual are required                                 |
| Graduation  | Friday,<br>June 12, 2020    | Congratulations!   |

## ***CHS Senior Project Overview***

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### **Goals for the Senior Project**

- ◆ To encourage you to be an independent, organized, lifelong learner.
- ◆ To promote your interests, and your writing, speaking, and research abilities.
- ◆ To promote persistence, time-management skills, and goal setting.
- ◆ To support a collaborative environment between students and the community.

### **Requirements**

The Senior Project has three parts: a research ***paper***, a physical ***project*** and a ***presentation***. You must show proficiency in all three areas to graduate.

### **The Analytical Research Paper**

Your research paper must be tied, in some way, to your physical project and is designed to make you an expert on your topic. Your paper must be 1,500-2,500 words long. Papers will be assessed using a 6-Trait Writing rubric.

### **The Physical Project**

The physical project involves 20-40 hours of documented extracurricular work. The project forges a link between you, the school, and the community, as you work with a mentor to complete your project.

#### **Creativity / Skill-Building**

If you want to create something, your project falls in this category. This could be anything from restoring a car, to directing a play, to writing a song. If you want to take a class, outside of school, to learn or build a skill, this is also where your project would fall. This could be anything from taking a cooking class, to taking an Italian language class. Remember, you may also teach a class and pass your knowledge and skills on to others.

#### **Community Involvement / Volunteer**

Many organizations function with the volunteer efforts of community members. Volunteerism can be incredibly rewarding and even life-changing. If there is a social, political, environmental or other cause that you find inspiring, consider finding a way to volunteer your time and energy for that cause. At least 20 hours must be completed with your mentor at the volunteer site(s).

#### **Internship / Job Shadow**

In an internship, you work at a business learning something. In a job shadow, you attend your mentor's workplace for a minimum of twenty hours, observing their work and documenting your experience. Select an Internship / Job Shadow experience in a profession or occupation you might consider for your own future in order to make the experience most worthwhile. At least 20 hours must be completed with your mentor on the job site(s). Remember you may job shadow two professions of interest to you and complete a compare /contrast presentation about your experiences.

### **The Board Presentation**

The presentation is your chance to show a panel of teachers and community members what you learned while completing the project. Proficient board speeches are 7 to 11 minutes long; a potentially excellent speech is 8 to 10 minutes. You must also have proficient speaking techniques and present information in an organized way using at least one self-created visual.

**The key to a successful Senior Project is communication.  
Communicate early, often, and clearly with your teacher and your mentor.**

## **CHS Senior Project Mentors**

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*Mentors are required for senior project and are needed to verify your hours.  
Mentors must be **over 25** and may not be directly related to you.*

### **WHAT IS A MENTOR?**

- A person who will provide expertise, support, advice, perspective, feedback, and encouragement.
- A person who will verify your project hours and evaluate you and your project.

### **WHERE DO YOU FIND ONE?**

- People you already know who have expertise in your area of interest
- Staff members at the high school, middle schools, or elementary schools
- Professional people in the community
- The Senior Project Coordinator may be able to connect you with a mentor in your area of interest

### **AT THE FIRST MEETING**

- Complete the **Student/Mentor Agreement Form** and have your mentor sign it.
- Give your mentor a copy of the **CHS Senior Project Mentor Welcome Letter**. Let him/her know it has guidelines for submitting his/her background check materials.
- Give your mentor the **CHS Mentor/ Volunteer Application**. Make sure your mentor understands **he/she will be required to submit the form and a copy of his/her driver's license** for the Washington State Patrol to complete a background check. The mentor needs to send the form and the license to the Senior Project Coordinator: kristi.bridges@camas.wednet.edu.
- Discuss the **Senior Project Timeline** and review the dates you will need to have him/her sign hours for you.

### **DURING THE PROJECT**

- **Meetings should be held in public places.**
- Make sure that your mentor signs your hour log as you complete the time.
- Set up the next meeting at the end of each meeting. Then call, text, or e-mail the day before to verify.
- **Remember mentors are busy people! You cannot expect him/her to be available at the last minute to sign hours or to complete forms. Give him/her plenty of notice regarding due dates, and work around his/her schedule.**

### **AFTER THE PROJECT**

- Your mentor fills out the final **Log of Hours** and **Mentor Verification** form.
- A verbal thank you to your mentor is always appreciated, but a written thank-you highly is recommended.

## ***CHS Senior Pre-Project Planning***

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### **September - October**

- Brainstorm ideas for a project
- **Find a mentor before you write your proposal**
- Submit **Senior Project Proposal, Parent Awareness Form and Mentor/Student Agreement Form** on time
- Have your mentor submit the **CSD Volunteer Form** and a **copy of his/her driver's license** to the Camas School District for a background check

### **The following must be completed before you log hours:**

- ◆ Parent Awareness Form = submitted
- ◆ Student/Mentor Agreement = submitted
- ◆ Senior Project Proposal = approved & uploaded to database
- ◆ Mentor Volunteer Background Check = cleared

### **November - April**

- Remember **you cannot miss any school hours** to complete your senior project
- Log the hours you spend **as you complete them**. Detailed notes will help you plan a more effective board speech.
- Take photos and gather documents during each stage of your project. **If you are working with minors, you must get photo release forms with parents' permission to use their child's images.**
- Complete your physical project, log of hours and final mentor verification.

### **May - June**

- Upload required documents to your e-portfolio
- Create your presentation and practice board speech
- Complete your Senior Board

## ***CHS Senior Project: Choosing a Project***

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### **1. Questions to Consider When Choosing a Project**

- Are you already invested in a club, sport, church, etc. where you could use your Senior Project to leave a legacy?
- All of the following activities can be built into a Senior Project:**
  - Magnet
  - Cam Tech
  - Cascadia Tech Internships
  - CHS Club leadership positions
  - CHS Class/ ASB Officer positions
  - CHS sports management positions
  - CHS DECA projects
- What do you want to do when you graduate? Job-shadow projects can help you decide! Even better, you can do mini-job shadows of different careers you are interested in and compare / contrast to see what fits you best.
- What do you enjoy doing in your spare time? Could you build this into a project?
- What have you always wanted to do but didn't have the time or support to do? The possibilities are endless! For example, one CHS grad did 20 hikes in The Columbia River Gorge and created a log of trail advice and pictures.
- Do you think there is a pressing need for people to know or understand something? You could create and teach something! For example, one CHS grad created a program to teach small children how to interact safely with dogs and then taught it to the Papermaker Preschoolers.
- Is there any social problem you would like to investigate? Consider volunteering!
- Do you have a creative vision or story idea you would like to further explore?
- Is there a class outside of school you'd like to take to learn a skill, such as cake-decorating, scuba diving or yoga?

### **2. Boundaries**

- Follow the "Feet on the Ground" Rule and find a way to do a safe project.
- You may not make a profit on your project.**
- You may not be paid while doing your project.**
- You may not run a fundraiser. You may work with a reputable organization and help with one of their fundraisers, but you may not collect money.**
- Projects involving drugs or alcohol are not permitted (e.g. job shadowing a wine maker or marijuana farmer).
- If something is a requirement for a class, it does not qualify as a senior project.
- You can only use time for Senior Project during the school day that would be free to you to work on anything you want. You are not allowed to cut other requirements to log senior project hours.
  - For example:
    - ✓ A TA that wants to use some of her downtime to work on part of her project? Fine. She could be playing on her phone during that time without consequences, so good for her for being productive.
    - ✓ A student who cuts class on Election Day to log more hours on the campaign she is volunteering with? No. She stole that time from her other commitments.
- Any falsifying of hours or photo documentation, plagiarizing in the research paper, or any other dishonest act associated with your project may result in you having to choose a different project and possibly jeopardize your graduation.

**Activities not covered by district insurance or not allowed by CHS administration:**

|                                 |                              |                       |
|---------------------------------|------------------------------|-----------------------|
| Watercraft                      | Firearms or weapons          | Foreign travel        |
| Whitewater rafting and jet skis | Tattooing or piercing        | After-school open gym |
| Bonfires                        | Motorized races and contests | Haunted Houses        |
| Bungee jumping                  | Building or firing rockets   | Paintball             |
| Parties                         | Glass blowing                | Trampolines           |
| Laser tag                       | Mosh pits                    | Drugs / alcohol       |
| Wild West Shows                 | Use of fireworks             |                       |

**3. The Challenge**

- The project must be challenging to you and take you out of your comfort zone.
- Everyone is busy! Merely spending time doing your project is not enough of a challenge.

**4. Questions to Consider When You Have Chosen a Project**

- What special items will you need for your project? Where and how will you get them?
- Are you prepared to bring your project in to show the board, even if it is something large?
- Have you anticipated any problems in the areas of transportation, resources, mentors, and technology?
- If your project will be expensive, how can you manage or reduce the cost?
- If your project depends on the reliability of others, do you have a back-up plan in case they don't come through?
- If your project seems too ambitious and time-consuming, how can you reduce its scope?

**5. Proof Other Than a Log of Hours: Your Visuals**

- Take photos or videos of the beginning, middle stages, and completion of your project. Be sure you are in some of them!**
- Remember, you need photo release forms signed by parents for any minors pictured. (CHS does not provide these forms. You and your mentor are to create your own project-appropriate form.)
- If possible, show your actual physical project to your teacher and to your board for scoring.

**6. Time Spent**

- Minimum time spent is 20 hours. A potentially excellent project is a minimum of 40 hours. All hours must be verified in your hour log by the mentor(s) named on your proposal. Note: For internship / Job Shadow projects, a **minimum** of 20 hours must be spent **on site**.

## ***CHS Senior Project Late Work and Code of Conduct Policies***

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- ◆ Your English teacher will amend or add assignments and assign points to facilitate success. These practices will vary from teacher to teacher.
  - ◆ All senior project assignments must be turned in **during English class on the date due** for credit.
  - ◆ At the discretion of the teacher, late assignments may be accepted to check progress for no credit. **However, to receive the .25 elective credit (for a 20 hour project) or a .5 elective credit (for a 40+ hour project), all assignments must be turned in on time and receive a passing grade!**
  - ◆ Forms are available in the “Senior Project” section of the CHS website. You must use the correct format to earn full credit.
  - ◆ **Your proposal is a contract.** Your English teacher will score your project based on what you state you will do in your proposal.
  - ◆ **Communicate.** If your project changes in any way, please discuss the circumstances with your English teacher **before due dates**. S/he may refer you to the senior project coordinator.
  - ◆ Remember **you cannot miss any school hours** to complete your senior project.
  - ◆ **If you do not pass your boards after three tries, you will receive an “Incomplete” and will deliver your board speech during summer school. This will negate you walking at graduation.**
  - ◆ Whether your project takes place on or off-campus, your senior project is school related and you are a representative of Camas High School. **As such, you are bound by the Camas High School Code of Conduct as explained in the Student Handbook.** If your behavior falls below these standards, you will receive appropriate school discipline and your senior project and possibly your graduation will be jeopardized.
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## CHS Senior Project Example Proposal

**Student Name:** Jane Papermaker

Date: October 5, 2019

**Category of Project:**

- Creativity/ Skill Building  
 Community Involvement/ Volunteer  
 Internship/ Job Shadow

**1. Project Description:** Identify your project and its goal(s). Be specific and concrete. If you do not think your project will be completed by the deadline listed in the handbook, explain here.

I plan to improve the student and staff involvement in recycling at Camas High School. I will promote school-wide involvement in recycling, hopefully initiating a "recycling system" in classrooms and common areas with bulletin notices and posters. I will make the recycling of various materials (paper, glass, plastic, etc) easier with more recycling bins. I will also attempt to reduce waste production by initiating programs to reuse paper. The success of the project can be measured by data I collect from garbage audits, in which the school's garbage is sorted and the amounts of specific types of waste are measured. I will compare data from garbage audits conducted before and after initiating my project. I hope the data from the final waste audit will show fewer discarded materials and more recycled materials.

**2. Mentor:** Select a mentor who will verify your hours. This person cannot be under 25 years of age or directly related to you.

Name: Katie Long

Relationship to you: No Relation

Contact Information: (phone and email) 360 866-5750, [Katie.long@email.com](mailto:Katie.long@email.com)

Mentor's area of expertise: Mrs. Long is the research coordinator for Waste Connections Vancouver

**3. Project Task Analysis:** List at least five specific steps necessary to complete your project:

*This applies only if the student selects Creativity / Skill-Building*

**4. Final Product:** What will you show your board to demonstrate successful completion of your project? Create a checklist of artifacts or evidence you will show your board.

I will create a PowerPoint to show my board photos of my process as well as graphs to show changes in recycling behavior. I will provide photos that show bulletin boards and posters I created for advertising. I will show a clip from the video bulletin announcement I create to support the recycling efforts.

**5. Prior Experience:** What is your previous experience in this area?

I have always recycled and tried to encourage friends and peers to do so too. I have tried to start a CHS Recycle Club every year, but there is not enough interest.

**6. Challenge:** In what specific ways will this project be a challenge for you? How will this experience push you? What else would you like your board to consider as they determine whether to approve your project proposal?

I have never organized any kind of school-wide campaign or activity. Designing the posters will challenge my artistic skills. Motivating people to increase their recycling will be difficult since it's not a glamorous cause and I will have to try to change their habits permanently. The math part will also be a challenge for me.

**7. Ethics and Academic Integrity:**

*I will adhere to the Camas High School plagiarism policy. In all aspects of the project, the work will be original to me. I understand if I violate this policy and misrepresent my work my graduation from Camas High School is in jeopardy.*

*I understand that if my project has privacy or confidentiality concerns I am responsible for working with my mentor to meet ethical and legal guidelines.*

**8. Additional Requirements:** What additional requirements are necessary for your category of project?

I understand that I will need to have my posters approved by the ASB.



## ***CHS Senior Project Proposal Writing Checklist***

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Student:

Editor:

Date:

### **Conventions:**

YES NO Grammar, spelling and punctuation are perfect.

### **Project Description:**

YES NO Is the project safe?

YES NO Is the project description clear?

YES NO Does the student clearly explain any unclear terminology?

YES NO Does the student address confidentiality or any legal issues?

YES NO Does the project seem substantial enough to require a minimum of 20 hours?

### **Mentor:**

YES NO Is the mentor's name, position, expertise and contact information listed?

### **Project Task Analysis (Creativity / Skill-Building project only):**

YES NO Does the student lists at least five detailed steps for his/her project?

### **Final Product:**

YES NO Is the final product something tangible the student will actually **show** the board?

### **Prior Experience:**

YES NO Is this section complete and error-free?

### **Challenge:**

YES NO Does the student clearly explain how the project will be a challenge?

### **Additional Requirements:**

YES NO Is this section complete and error-free?

## CHS Senior Project Sample Log of Hours Form

**NAME:** Joe Papermaker

**NAME OF MENTOR:** Mr. John Doe

| DATE  | DESCRIPTION OF HOURS  | HOURS/<br>MINUTES             | MENTOR<br>SIGNATURE |
|---|---|-------------------------------|---------------------|
| 11/3/19<br><br><b>(Sample Internship/<br/>Job Shadow Entry)</b>           | Today I had a chance to watch Mr. Doe work with a patient recovering from a shoulder injury by using resistance bands and stretching exercises. I was nervous at first, and found that relationships between a physical therapist and a patient are very important.     | 6:45 to 7:30 PM<br>45 minutes | John Doe            |
|   |   |                               |                     |
| 1/29/20<br><br><b>(Sample Community Involvement/<br/>Volunteer Entry)</b> | I worked with several dogs to help them socialize. I walked the dogs with a leash and one of the dogs got excited, which my mentor said was a good sign that he had previously been socialized. My mentor gave me advice about using verbal commands to re-direct dogs. | 9:00 to 10:30 AM<br>1.5 hours | John Doe            |
|   |   |                               |                     |
| 3/2/20<br><br><b>(Sample Creativity/<br/>Skill-Building Entry)</b>        | I finished sanding the entire frame for a greenhouse. I used the power sander, which made it easier, but I noticed several spots I need to go back and re-do. My mentor helped me with pointing out spots that may need stronger fasteners.                             | 3:15 to 4:30 PM<br>1.25 hours | John Doe            |

## ***CHS Senior Project e-Portfolio Checklist***

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*Upload these items into your digital Senior Project Portfolio.*

- 1) On the home page: **Name, teacher's name, project title, and visual/graphic/photo**
- 2) Under the labeled tab: **Senior Project Proposal**
- 3) Under the labeled tab: **Senior Research Paper** (including Works Cited)
- 4) Under the labeled tab: **Reflection**
- 5) Under the labeled tab: **Log of Hours** (with **Final Mentor Verification** box signed at the bottom)
- 6) Under the labeled tab: **Visual Verification** (with captions)
- 7) Under the labeled tab: **Extras** (see your English teacher for specific requirements)

These *could* include:

- College admissions essay, scholarship essay, or personal statement
- Updated, professionally formatted résumé
- Mentor interview questions and responses
- A copy of the professional thank-you letter you sent to your mentor
- Any items you want to include to give board members a better understanding of your project

## CHS Senior Project: Final Project Rubric

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

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

Overall Score: **E P D**

|                           | <b>EXCELLENT</b>   | <b>PROFICIENT</b>   | <b>DEVELOPING</b>   |
|---------------------------|--|---|---|
| <b>USE OF TIME</b>        | <ul style="list-style-type: none"> <li>• A minimum of 40 hours</li> <li>• Demonstrates consistent, efficient, thoughtful use of time</li> </ul>  | <ul style="list-style-type: none"> <li>• Meets or exceeds minimum requirement of 20 hours</li> <li>• Demonstrates time management skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Has fewer than 20 hours</li> <li>• Lacks evidence of time management</li> </ul>  |
| <b>VERIFICATION ITEMS</b> | <ul style="list-style-type: none"> <li>• Student is self-directed and turns in all verification items on time</li> <li>• Met deadlines for all required Senior Project assignments</li> </ul>  | <ul style="list-style-type: none"> <li>• Student turns in items after a reminder from the instructor</li> </ul>   | <ul style="list-style-type: none"> <li>• Student does not turn in verification items unless constantly reminded by the instructor</li> <li>• Student does not turn in verification items</li> </ul>   |
| <b>QUALITY</b>            | <ul style="list-style-type: none"> <li>• Superior effort or craftsmanship, and attention to detail</li> <li>• The project is well organized</li> <li>• A challenge is evident</li> </ul>   | <ul style="list-style-type: none"> <li>• Good effort and attention to detail</li> <li>• The project is organized</li> <li>• A challenge is evident</li> </ul>   | <ul style="list-style-type: none"> <li>• Little or no effort evident</li> <li>• Student overlooks details</li> <li>• The project is disorganized</li> <li>• No challenge is evident</li> </ul>  |
| <b>PROBLEM SOLVING</b>    | <ul style="list-style-type: none"> <li>• Uses appropriate problem-solving skills to overcome difficulties</li> <li>• Persists until problems are solved</li> <li>• Seeks advice or help when needed</li> <li>• Consults other sources to find solutions</li> <li>• Explores new ideas or creative solutions</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses problem-solving skills to overcome difficulties</li> <li>• Tries to solve a problem several times before quitting</li> <li>• Seeks advice or help when needed</li> <li>• Tries to consider new ideas or creative solutions</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not apply problem-solving skills to overcome difficulties</li> <li>• Quits immediately</li> <li>• Fails to seek advice or help</li> <li>• Fails to consider new ideas or creative solutions</li> </ul>  |
| <b>PORTFOLIO</b>          | <ul style="list-style-type: none"> <li>• All required documents are present</li> <li>• Superior effort and attention to detail is demonstrated</li> <li>• Additional features such as graphics/illustrations, photos, etc., add to the overall presentation of the portfolio and are relevant to the project</li> <li>• No errors in spelling, capitalization, or punctuation</li> <li>• All documents are final, edited drafts without comments and/or marks</li> </ul> | <ul style="list-style-type: none"> <li>• All required documents are present</li> <li>• Good effort and attention to detail is demonstrated</li> <li>• Additional features such as graphics/ illustrations, photos, etc., are included</li> <li>• Very minor errors in spelling, capitalization, or punctuation are present in documents</li> <li>• Almost all documents are final, edited drafts without comments and/or marks</li> </ul> | <ul style="list-style-type: none"> <li>• One or more required documents are missing</li> <li>• Overall look is messy or unprofessional, little effort and attention to detail is demonstrated</li> <li>• No additional features are included</li> <li>• Multiple or serious errors in spelling, capitalization, or punctuation are present in documents</li> <li>• Some documents are not final, edited drafts or include those with comments and/or marks</li> </ul> |

## ***CHS Senior Project Reflection***

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***Answer these questions thoroughly, thoughtfully, and specifically.  
Upload this document to your Senior Project E-Portfolio.***

1. Describe your project and your paper. Summarize your project experience, including the following details: Total hours spent on the project, an overview of the critical steps involved in the completion of your project and the date range of your project (starting date and finishing date).
2. What was the picture in your mind of your project before you started working on it? How does the outcome of your project compare with your first perception of your project?
3. Describe the problems and/or challenges you encountered as you completed this project. How did you handle these problems and/or challenges?
4. In what ways is your project original and/or unique to you?
5. Would you recommend your project area for future seniors? Explain. If given the opportunity, what would you do differently now that you speak from experience?
6. List at least three personal satisfactions or knowledge you gained from this project. Use self-discovery statements such as “I learned” and “I never knew” to reflect on your growth. Consider how what you have learned about yourself might be applied to your future.

## ***CHS Senior Boards Presentation Requirements***

| <b>Requirement</b>       | <b>Explanation</b>   |
|--------------------------|--|
| <i>Time</i>              | <ul style="list-style-type: none"> <li>• An “excellent” speech is <b>between 8 and 10 minutes</b>.</li> <li>• A “proficient” speech is <b>between 7 and 11 minutes</b>.</li> <li>• <b>Under 7 minutes or over 11 minutes</b> require a redo.</li> </ul>  |
| <i>Impromptu Q&amp;A</i> | <p>After your presentation, your board will ask questions. To prepare, consider:</p> <ul style="list-style-type: none"> <li>• If you were a judge listening to your speech, what would you want to know?</li> <li>• What unusual qualities does your project have that might spark interest?</li> <li>• What inspired you to choose this topic?</li> <li>• Who helped and how?</li> <li>• How did you finance your project?</li> </ul>   |
| <i>Attire</i>            | <p>You will be assessed on the professionalism of your attire, just as would be the case in a job interview. A professional outfit is clean, well-fitting and wrinkle-free.</p> <p><b>Students should wear</b></p> <ul style="list-style-type: none"> <li>• dress slacks</li> <li>• button-down shirts with ties or sweaters</li> <li>• sports jackets or suits</li> <li>• business professional dresses</li> <li>• pant suits or dress suits</li> <li>• clean, professional footwear</li> </ul> <p><b>Students should not wear</b></p> <ul style="list-style-type: none"> <li>• jeans or casual pants such as leggings or stretch pants</li> <li>• headwear</li> <li>• tight or revealing clothing</li> <li>• athletic or casual shoes</li> </ul> |
| <i>Visual Aid</i>        | <p>You are required to have a visual aid integrated into the content of your speech. <b>Your visual should not be an outline of your speech content.</b></p> <ul style="list-style-type: none"> <li>• Make sure your visual has a purpose, and plan where it will serve your speech.</li> <li>• Focus on pictures, charts or graphs rather than text. The board should be listening to you, not reading a screen.</li> <li>• <b>Slides should have large-scale images and titles only.</b></li> <li>• If your project included creating something, make arrangements to bring that item to share with the board.</li> <li>• Avoid passing objects around during your presentation, as this can be distracting.</li> </ul>                          |

Note: Seniors who do not pass after three tries will receive an “Incomplete” grade in English & a summer school recommendation.

## ***CHS Senior Boards Presentation Rubric***

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

Project: \_\_\_\_\_

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

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

### **BEFORE**

|  | <i>Excellent</i> | <i>Proficient</i> | <i>Developing</i> |
|--|------------------|-------------------|-------------------|
| <b>Greeting:</b> Speaker greets the board and/or introduces him/herself. |                  |                   |                   |
| <b>Dress and Appearance:</b> Speaker's dress is professional.            |                  |                   |                   |

### **DURING: CONTENT**

|   |  |  |  |
|---|--|--|--|
| <b>Introduction:</b> Opening statement is engaging and purpose is clear.  |  |  |  |
| <b>Research, Expertise and Application of Learning:</b> These are apparent through clear main points and supporting details. Self-discovery statements such as "I learned" and "I never knew" reflect the speaker's growth. |  |  |  |
| <b>Organization:</b> Topic is clear from the outset. Speech is logically ordered. Transitions link various parts.   |  |  |  |
| <b>Conclusion:</b> Major points reviewed. Final sentences make the speech feel complete.  |  |  |  |

### **DURING: DELIVERY**

|  |  |  |  |
|--|--|--|--|
| <b>Voice:</b> Volume, inflection and enunciation make speech easy to listen to. Delivery is smooth.  |  |  |  |
| <b>Language Usage:</b> Word choice is mature and precise. Filler words such as ummm, you know, like, etc. are minimal.   |  |  |  |
| <b>Body Language:</b> Posture projects poise. Use of gestures enhances the speech. Nervous or distracting gestures are minimal.  |  |  |  |
| <b>Eye Contact:</b> Speaker makes eye contact throughout the speech. Does not read from PowerPoint or overly rely on note cards.   |  |  |  |
| <b>Visual/Audio aid(s):</b> Smoothly integrated into presentation, easily visible or audible, relevant, and professional. Focus is primarily on images, is not overly wordy. |  |  |  |

### **AFTER**

|  |  |  |  |
|--|--|--|--|
| <b>Impromptu Skills:</b> Answers are fluent and confident, and reflect the speaker's learning. |  |  |  |
| <b>Time Limit:</b> 8-10 minutes for excellence; 7-11 for proficiency                           |  |  |  |

**COMMENTS are greatly appreciated by the students, especially if the "developing" column is marked; learning is enhanced by specific feedback.**

## **CHS Senior Project Advice for Boards Preparation**

### **Your purpose is:**

- to prove you are an expert on your project and related paper topic
- to explain the process--what happened as you worked
- to explain what you learned about yourself
- to show you took responsibility for your project

### **Presentation Arrangements**

- You will have a podium, a projector, a computer and a clicker in the room.
- You need a working log-in to the CHS computer network. You will not be able to use your own laptop.
- You should go to your scheduled classroom ahead of time to practice with the technology.
- If you need any additional or special equipment (such as a mannequin to display a dress you sewed, or an easel to display a picture you painted) you will need to provide that.
- If you have an unusual visual, such as an animal, a large object, or a car, discuss this with your English teacher and notify the Senior Project Coordinator in advance.

### **Presentation Visual Criteria**

- The visual must be created by you and be professional in appearance.
- Use large photos that clearly show the progress of your project.
- Ensure that conventions are perfect.
- Keep text to a minimum.

### **Assemble your speech from what you have already done, by getting material from:**

- Your Senior Project Proposal
- Your Reflection
- Your Log of Hours
- Any interesting, unique, or exciting events or discoveries as you worked on your project

### **What are you going to talk about?**

- How did you get from zero to the finished product?
- What emotions did you experience as you worked through the project? (Anger? Excitement? Pride? Frustration?)
- What problems did you encounter? (Money? Time management? Skill deficiencies?)
- Explain how you overcame challenges.
- What personal growth did you gain from the project?
- What knowledge of your topic did you gain?
- How did the project affect your plans for your future? Explain.
- What project advice would you pass on to next year's seniors? Explain.

### **Now that you sort of know what you're going to say, how are you going to say it?**

- Follow the good speaker's rule: tell them what you're going to say, then say it, then tell them what you said.
- **A great speech is written just like a great essay.**
- Write an outline that arranges your material in an order that is logical and clear to the listeners.
- Put your best stuff at the introduction and the conclusion.
- Remember that you are now an expert and your board will probably not have the expertise you do. So explain terminology clearly and concisely.



## **Sample Outline**

### *I. Introduction*

- Grab the attention of your board. Don't just start with your name!
- Thesis: Make a clear, general point about what you did and learned.
- Write your introduction word for word and memorize it for a confident start.

### *II. Transitions throughout*

- What will you say to let the listeners know you are switching from one part of your speech to the next?
- You may use "first, second, finally..." or "After I finished my ---, I started my ---."

### *III. Project Arrangements and Procedure*

- Intro your mentor. What qualifications/ skills do they have? How did he/she help you?
- What did you actually do during your hours?

### *IV. Problems and how you solved them; successes and how you achieved them*

### *V. What you learned from your project*

- Information from your research paper (if relevant) and observations on your project

### *VI. Conclusion*

- Clearly signal your conclusion is coming by pausing or saying "Overall" or "In conclusion."
- You could discuss how your project changed you, and/or its impact on your future plans.
- Try to refer back to something from your introduction for a complete, full circle effect.
- Write your conclusion word for word and memorize it so your speech will have a definite, strong ending.

## **Speech Techniques**

- Eye contact is important! Practice until you seldom need to look at your note cards.
- Timing devices are fine as long as they don't ruin your eye contact or make noise during your speech.
- Posture: Stand proud!
- Voice: Be loud enough to be heard and try to vary your pitch to avoid droning.
- Gestures: Use your hands to help make your point. Keep your hands out of your pockets.
- **Practice your speech.** Deliver your speech to your dog, to your mirror, to your friends...

## **Attitude**

- **Be enthusiastic!** If you do not communicate interest in your project, your board will not be as interested.
- Avoid the "P" word in your presentation; most of your classmates procrastinated to some extent, and your board will not be impressed if you mention it.
- Avoid saying things that convey a lazy or negative attitude, such as "I didn't like doing my project" or "I waited forever for my mentor to call me back."
- Be positive. It is all right to be critical of the system, but be brief and constructive.

## **Board Speech Scoring**

- Familiarize yourself with the "Boards Presentation Rubric" in this handbook.
- In order to be judged proficient, your speech must be 7 to 11 minutes long and the majority of your board needs to agree that your speaking skills are proficient in all areas on the rubric.
- In order to be judged excellent, your speech must be 8 to 10 minutes long with a majority of your board agreeing that your speaking skills are excellent in all areas on the rubric.

## ***CHS Senior Project Parent Awareness Form***

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

As a parent/guardian of a senior at Camas High School, I fully understand that my student needs to pass the physical project, the research paper, and the oral presentation with an excellent or proficient score in order to graduate. Pending approval by the Senior Project Advisory Board, the SP Coordinator, and his/her English teachers, my student has decided to do the following physical project:

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**A mentor is required for this project. The mentor must pass a state background check before the student can begin logging hours.**

The mentor/contact person for the project will be:

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

Email: \_\_\_\_\_

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

This person was chosen to be a mentor/contact person because: \_\_\_\_\_

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I fully understand that these topic and mentor choices are made independently of the staff and administration of the high school. I also understand that transportation for project requirements is the responsibility of the parents. I am aware that medical insurance coverage for my child is strongly recommended. The staff and district will not be held liable for my student's choice of a mentor.

The estimated cost of the project is \_\_\_\_\_

I am familiar with the deadlines and the Senior Project Handbook. **I also understand that my student cannot miss any school hours** to complete his/her senior project. Furthermore, I acknowledge that if my student falsifies any part of the project or paper, s/he will jeopardize walking at graduation and possibly be required to attend summer school in order to re-do the senior project.

Parent/guardian signature \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

## ***CHS Student/Mentor Agreement Form***

Student's name: \_\_\_\_\_

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

Mentor's name and contact info: \_\_\_\_\_

Date, time and location of meeting:

STUDENT: Describe your project.

STUDENT: Please discuss and record at least two goals for your project.

MENTOR: What support are you willing to provide to help this student meet his or her project goals?

MENTOR: What is the best way for the student to communicate with you? What days of the week and times are you usually free to meet?

STUDENT: What will you accomplish by the time the first five hours are due on \_\_\_\_?

MENTOR: What are the arrangements for the next meeting/contact?

MENTOR: Camas School District requires a background check for Senior Project mentors. This means you will need to submit a signed **CHS Mentor/Volunteer Form** and **a copy of your driver's license** to the Senior Project Coordinator: [kristi.bridges@camas.wednet.edu](mailto:kristi.bridges@camas.wednet.edu). By signing this form you are agreeing to participate in that process.

Note: CSD employees have already cleared the required background check.

Mentor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

MENTOR: Are you are a Camas School District employee? No: \_\_\_\_\_ Yes: \_\_\_\_\_

## ***CHS Senior Project Mentor Welcome Letter***

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Dear Prospective Mentor:

During their senior year at Camas High School, students are required to complete a Senior Project. Each project is unique. Each student develops an idea and writes a proposal, which is then reviewed by a board of teachers. The project involves 20-40 hours of documented extracurricular work, and it forges a link between the student, the school, and the community, as students work with mentors to complete their projects, applying skills they have been honing during high school.

This is where you come in. As a mentor, you have an important role to play in this process. Mentors help students toward success in their projects and verify the hours students log. This help could be in the form of allowing a student to shadow you on the job, it could be training the student, it could be allowing the student to access your workshop or tools, it could be giving advice and feedback on a creative student endeavor. The specific role you will play is up to you and the student to define and will vary project to project.

The student will have a log of hours and you will be asked to sign it before each Hour Checkpoint is due.

Hour Checkpoint dates are as follows:

- 5 Hours: January 16, 2020
- 10 Hours: February 20, 2020
- 15 Hours: March 26, 2020
- 20+ Hours: April 23, 2020

One last thing: mentors must be background checked in order to work with students in a school-sanctioned capacity. This means you will need to complete and sign a CHS Mentor/Volunteer Form (which the student will provide to you) and submit that along with a copy of your driver's license to Camas School District. Please email these documents directly to the Senior Project Coordinator: [kristi.bridges@camas.wednet.edu](mailto:kristi.bridges@camas.wednet.edu)

**Please submit your mentor paperwork by October 10, 2019. Students may not begin logging hours until the background check is complete.**

For questions related to this process, please contact the Senior Project Coordinator, Kristi Bridges, via email at [kristi.bridges@camas.wednet.edu](mailto:kristi.bridges@camas.wednet.edu). Thank you for your willingness to invest in this culminating step in a Camas High School student's education.

Sincerely,

**Liza Sejkora**

Camas High School Principal

**Kristi Bridges**

Senior Project Coordinator

Camas School District No. 117 / CHS Mentor/Volunteer Application

**OFFICE USE ONLY**

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

This applicant is cleared to volunteer for two years from date below.

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

Application processed by: \_\_\_\_\_

**Please allow five (5) days for processing.**

**A.) PERSONAL INFORMATION**

Mentor Name: \_\_\_\_\_ Alias/Maiden: \_\_\_\_\_

Address: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Phone Number: \_\_\_\_\_

City, State Zip: \_\_\_\_\_ Driver's License Number\*: \_\_\_\_\_

*\*Application must be accompanied by a copy of your Driver's License*

**B.) APPLICANT DISCLOSURE**

**YOU MUST ANSWER ALL EIGHT (8) ITEMS ON THIS FORM. (Reference RCW 28A.400, RCW 43.43)**

1. Check any of the following for which you have been convicted, including any of these crimes as they may have been renamed: (The term "convicted" includes all instances in which a finding of guilt, a plea of guilty or nolo contendere, or stipulation to facts, or deferred or suspended sentence occurred.)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Custodial Assault                                  | <input type="checkbox"/> First, Second or Third Degree Child Molestation     | <input type="checkbox"/> Promoting Pornography  |
| <input type="checkbox"/> First, Second or Third Degree Assault of a Child   | <input type="checkbox"/> First or Second Degree Sexual Misconduct            | <input type="checkbox"/> First or Second Degree Criminal Mistreatment                     |
| <input type="checkbox"/> First, Second or Third Degree Assault              | <input type="checkbox"/> Patronizing a Juvenile Prostitute                   | <input type="checkbox"/> Criminal Abandonment   |
| <input type="checkbox"/> Simple Assault                                     | <input type="checkbox"/> Selling or distributing Erotic Material to Minor(s) | <input type="checkbox"/> Malicious Harassment   |
| <input type="checkbox"/> First or Second Degree Custodial Interference      | <input type="checkbox"/> Communication with a Minor for Immoral Purposes     | <input type="checkbox"/> Vehicular Homicide   |
| <input type="checkbox"/> Incest   | <input type="checkbox"/> First Degree Arson                                  | <input type="checkbox"/> Felony Indecent Exposure   |
| <input type="checkbox"/> First, Second or Third Degree Rape of a Child      | <input type="checkbox"/> First Degree Burglary                               | <input type="checkbox"/> Indecent Liberties   |
| <input type="checkbox"/> Child Abandonment                                  | <input type="checkbox"/> Aggravated Murder                                   | <input type="checkbox"/> 1 <sup>st</sup> or 2 <sup>nd</sup> Degree Robbery                |
| <input type="checkbox"/> Child Abuse or Neglect as Defined in RCW 26.44.020 | <input type="checkbox"/> First or Second Degree Murder                       | <input type="checkbox"/> 1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> Degree Rape |
| <input type="checkbox"/> Violation of Child Abuse Restraining Order         | <input type="checkbox"/> First or Second Degree Extortion                    | <input type="checkbox"/> 1 <sup>st</sup> or 2 <sup>nd</sup> Degree Manslaughter           |
| <input type="checkbox"/> Child Buying or Selling                            | <input type="checkbox"/> First Degree Promoting Prostitution                 |   |
| <input type="checkbox"/> First or Second Degree Kidnapping                  | <input type="checkbox"/> Prostitution  |   |

Check here if you have not been convicted of any of the above, including any of these crimes as they may have been renamed.

2. Have you been convicted of crimes relating to financial exploitation if the victim was a vulnerable adult as defined in Chapter 43.43.830(6) RCW as amended and listed as follows:
- First, second or third degree extortion;
  - First or second degree robbery;
  - First, second or third degree theft;
  - Forgery, or any of these crimes as they may be renamed in the future
- Answer:  No  Yes If Yes, please explain on a separate sheet.
3. Have you ever been convicted of any crime involving the manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance? Answer:  No  Yes If Yes, please explain on a separate sheet.
4. Have you ever been found in any dependency action under RCW 13.34.040 to have sexually assaulted or exploited any minor or to have physically abused any minor? Answer:  No  Yes If Yes, please explain on a separate sheet.
5. Have you ever been found by a court, in a domestic relations proceeding under Title 26 RCW, to have sexually abused or exploited any minor, or to have physically abused any minor? Answer:  No  Yes If Yes, please explain on a separate sheet.
6. Have you ever been found in any disciplinary board final decision to have sexually or physically abused any minor or developmentally disabled person, or to have abused or financially exploited any vulnerable adult? "Disciplinary board final decision" means (a) any final decision by the director of the Department of Licensing for real estate brokers and salespersons and (b) any final decision by a disciplinary authority under Chapter 18.130 RCW or the secretary of the Department of Health for the following businesses or professions: chiropractic, dentistry, dental hygiene, naturopathy, massage, midwifery, osteopathic medicine and surgery, physical therapy, physicians, practical nursing, registered nursing, and psychology. Answer:  No  Yes If Yes, please explain on a separate sheet.
7. Have you ever been found by a court in a protection proceeding under Chapter 74.34 RCW to have abused or financially exploited a vulnerable adult? Answer:  No  Yes If Yes, please explain on a separate sheet.
8. Are you presently charged with, but not convicted of, any of the crimes or offenses described in questions 1 through 7 above? Answer:  No  Yes If Yes, please explain on a separate sheet.

**Pursuant to RCW 9A.72.085, I certify under perjury under the laws of the State of Washington that the foregoing is true and correct. I also understand that a Washington State Patrol background check will be performed and I will be notified of the outcome of this report.**

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## CHS Senior Project Proposal

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

**Name of English Teacher:** \_\_\_\_\_

**Category of Project:**

Creativity / Skill-Building

Community Involvement / Volunteer

Internship / Job Shadow

**1. Project Description:** Describe your project and its goal(s). Be specific and concrete.

\_\_\_\_\_

**2. Mentor:** Select a mentor who will verify your hours. This person cannot be under 25 years of age or directly related to you.

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

Relationship to you: \_\_\_\_\_

Contact Information: (phone and/or email) \_\_\_\_\_

Mentor's area of expertise: \_\_\_\_\_

**3. Project Task Analysis:** List at least five specific steps necessary to complete your project:

*This applies only if the student selects Creativity / Skill-Building*

\_\_\_\_\_

**4. Final Product:** What artifacts or evidence will you show your board to demonstrate successful completion of your project?

\_\_\_\_\_

**5. Prior Experience:** Describe any previous experience you have in this area.

\_\_\_\_\_

**6. Challenge:** In what specific ways will this project be a challenge for you? How will this experience push you?

\_\_\_\_\_

**7. Ethics and Academic Integrity:**

*Check-off boxes:*

*I will adhere to the Camas High School plagiarism policy. In all aspects of the project, the work will be original to me. I understand if I violate this policy and misrepresent my work my graduation from Camas High School is in jeopardy.*

*I understand that if my project has privacy or confidentiality concerns I am responsible for working with my mentor to meet ethical and legal guidelines.*

**8. Additional Requirements:** What additional requirements are necessary for your category of project? Consider such things as cost or travel that might require extra planning and resources.

\_\_\_\_\_



| DATE | DESCRIPTION OF HOURS | HOURS/<br>MINUTES | MENTOR<br>SIGNATURE |
|------|----------------------|-------------------|---------------------|
|      |                      |                   |                     |
|      |                      |                   |                     |
|      |                      |                   |                     |
|      |                      |                   |                     |

**FINAL MENTOR VERIFICATION**

Mentor Name (please print): \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Total hours the mentor can verify: \_\_\_\_\_

Mentor Comments: