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PROJECT GUIDELINES

Carefully choose a **—project—** that allows you to develop a physical project or written product, a performance, a teaching or leadership experience, a physical or career-related experience.

Remember, a project **cannot involve** weapons (of any kind), hazardous or explosive materials, unsavory items such as pornography, vulgar language, etc. **Projects involving any of the above will not be acceptable.** Acceptable projects are at the discretion of the Senior Project Board.

Ask yourself these questions before you proceed with your project.

Does the research add to the project?

Is there a clear connection between the research topic and the project you want to complete?

Does the project represent significant amounts of time, effort and appropriate difficulty?

Does the project go beyond what you already know how to do?

Is the project something you will do outside of your regular class or co-curricular requirements? A project that you produce for any club or class or any other student organization **will not fulfill** the Senior Project requirements unless it goes substantially beyond the original guidelines of that project.

Will the project involve tangible evidence of your work? For example, is the project something physical that can be seen and touched, is the project a community-based service that can be documented as beneficial and/or is the project something that can be written, produced, taped or presented?

Types of Products

Products generally fall into seven major categories; however, students often combine types for a stronger project. Many products do not incur any costs or require the purchase of any supplies. The following products have been successful:

Physical Artifact

- Models, computer programs, fashion clothing, architectural design, pottery, car mechanics, building furniture, etc.

Written Artifact

- Short story, book of poetry, novelette, journal of reflective essays, cookbooks, or “how-to” books

Performance-Based

- Choreography of a dance, music video, magic show, instrumental recital, cooking class, singing, acting

Teaching or leadership

- Teach middle-school students about eating disorders, coach a little-league team, start a tutorial group for ESL students, teach about drug abuse or gang violence

Physical Experience

- Run a marathon, create and follow an exercise program, learn to play an instrument, complete a cancer walk

Career-related

- Job-shadow a physical therapist and develop an injury prevention program for a team or Physical Education class, observe a teacher and develop a lesson plan and teach a class

Community Service

- Volunteer at a homeless shelter and organize a food drive, Habitat for Humanity, organize a recycling program

Fieldwork and Your Community Mentor

Fieldwork

Fieldwork is not an extracurricular activity or job. All WHS graduates must complete 15 hours with their Senior Project mentor. Your mentor must be a responsible adult outside the school environment. Senior students must be actively involved when working with their mentor. This means that your fieldwork must be a hands on, non-paid experience. Job shadowing your mentor is not acceptable as 100% of the fieldwork requirement. Your fieldwork provides an opportunity to extend your learning outside of the classroom and represents new knowledge and experiences.

Field work must be completed outside the normal school day; unless prior approval has been given.

Mentor Role

Before you begin, develop a plan for your fieldwork and discuss it with your mentor. It is your responsibility to keep in contact with your mentor during the mentoring process. This is your Senior Project. The mentor is there to assist you during the FIELD WORK phase.

Fieldwork Documentation – The Mentor Log and Journal

As you work with your mentor, you must record the dates, hours, fieldwork notes, and mentor signatures on your mentor log. This log will become a part of your Senior Project Portfolio and a copy of the log must be submitted to the Senior English teacher on specified dates.

Mentor Evaluation

At the completion of your mentoring experience, the student is expected to supply the mentor with the Mentor Evaluation form. The Mentor will complete this evaluation and review with the student. **All completed evaluation forms must be mailed or faxed to Waimea High School. (Mailing address: PO Box 339, Waimea, HI 96796 or Fax: 338-6807)**

Hand carried evaluations must be submitted in a sealed envelope with the community mentor's signature across the seal.

Adapted from East Providence High School *Senior Project Handbook*. Web 2 Jun. 2011

Resume

RÉSUMÉ GUIDELINES DO the following:

- ❖ Keep your résumé to one page
- ❖ Keep sentences brief—12 words or less
- ❖ Do not write in paragraph form
- ❖ Use simple everyday language
- ❖ Be specific in each section of your résumé —give examples
- ❖ Include your accomplishments
- ❖ Be positive, enthusiastic and **honest**
- ❖ Use standard 8.5 by 11 paper
- ❖ Keep a one-inch margin on all four sides of the page
- ❖ **DON'T do the following:**
 - ❖ Don't use fancy types of font or text effects—it is too difficult to read
 - ❖ Don't use fancy types of paper
- ❖ Use single spacing within each section of your résumé
- ❖ Use bullets to list information under each section heading
- ❖ Double space between résumé sections
- ❖ Section headings should be in **bold**, underline or capitalize to make them stand out
- ❖ Proofread your résumé for spelling and grammar errors
- ❖ Use a computer to type your résumé
- ❖ Use quality paper
- ❖ Don't list salary or wages

Resume Right: a resume' profile is an excellent document to place in your portfolio. It will be useful after graduation and provides the judges with information they may not know about you otherwise. In fact, you may be able to land a summer job with a solid resume and good presentation.

Center Top—**Your name**, address, and phone number, email address

Objective—Statement of your purpose and focus. Why are you sending a resume to this company?

Education—Where and when you graduated. List most recent first. Since you are not yet officially a high school graduate you may write your anticipated graduation date—label it as such.

Special Skills/Training—Marketable experiences or skills demonstrating your training and work responsibilities.

Work Experience—work experience indicating your responsibility and actual skills

Activities/Awards/Interests—Personal information giving a fuller description of who you are. With increased training and experience or educational degrees this type of information may no longer be necessary.

References—Individuals who know you, are familiar with your abilities and skills and are willing to be a reference for you.

PROOFREAD!!! This may be the only chance you get to make a good first impression.

Sample Resume

Eli Changer
12560 45th St. NE
Temple, CA 95430
(916)893-4277

OBJECTIVE:

Entry level position with opportunities for growth in skills and responsibilities

EDUCATION:

Challenger High School, Temple, CA
High School Diploma: June 2006
Cumulative GPA 3.0

SPECIAL SKILLS/TRAINING:

Microsoft Word 2007
Micorsoft Excel
Keyboarding 43 wpm
Advanced Marketing
Advanced Accounting
3 years Spanish

WORK EXPERIENCE:

Cashier/ Customer Service, June 2004-present
Larriat's Fine Furnisher, Talent, CA 95430

- Responsible for customer assistance, delivery, setting up appointments and working at the service counter

Counter person, August 2003-May 2004
Taco Bell, Temple, CA 95430

- Prepared and served menu items, closing manager
- Recognized for exceptional customer service

LANGUAGES

Ilocano
Spanish

ACTIVITIES/AWARDS/INTERESTS:

Varsity Soccer 2005-2006
Mock Trial Team Captain-2006
Art Club -2005
FBLA-2004-2006

REFERENCES:

Mr. Ben Larriat
Employer
Larriat's Fine Furnisher
1450 Oak St.
Talen, CA 95430

Ms. Maria Chavez
FBLA Advisor
Challenger H.S.
158 Lanier St.
Temple, CA 95430

Resume Rubric

	Exceeds	Meets	Approaches	Well-Below
• Format or Layout	<ul style="list-style-type: none"> The resume consistently follows formatting guidelines of length, layout, spacing, and alignment. Format and layout make the resume exceptionally attractive, drawing attention to the content, and enhancing readability. 	<ul style="list-style-type: none"> Formatting guidelines for length, layout, spacing, and/or alignment are almost always followed. 1-2 problems in format and layout, but readability and attractiveness are not affected. 	<ul style="list-style-type: none"> Formatting is repeatedly inconsistent in length, layout, spacing, and/or alignment, reducing readability and attractiveness. Severe problems impact readability 	<ul style="list-style-type: none"> Formatting guidelines for length, layout, spacing, and/or alignment are not followed, making the resume unattractive or hard to read. Severe problems impact readability
• Style	<ul style="list-style-type: none"> The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability. 	<ul style="list-style-type: none"> The fonts are consistent and easy to read. Font size varies appropriately for headings and text. 	<ul style="list-style-type: none"> Fonts are not used consistently, Font varies in style and size and appears to be random and make text difficult follow. 	<ul style="list-style-type: none"> Fonts are decorative and distract from the content. A wide variety of fonts, styles and point sizes was used.
• Content or Information	<ul style="list-style-type: none"> The resume includes all necessary items (headings) and follows guidelines consistently (e.g. objective, action verbs, dates, places). Relevant education and experience substantiate position sought and are presented in reverse chronological order. 	<ul style="list-style-type: none"> Almost all necessary items are included and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, use of reverse chronological order). 	<ul style="list-style-type: none"> Several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, action verbs or use of reverse chronological order). 	<ul style="list-style-type: none"> Presentation of content contains many errors or omissions, e.g. in the use of chronological order, action verbs, objective, dates, places, etc.
• Grammar	<ul style="list-style-type: none"> The resume uses accurate English grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past tense. 	<ul style="list-style-type: none"> There are 1-3 errors in the use of English grammar and vocabulary (word forms, word choice). Action verbs are almost always used in past tense. 	<ul style="list-style-type: none"> There are 4-5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are often not used in past tense. 	<ul style="list-style-type: none"> There are more than 5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are usually not used in past tense.
• Mechanics	<ul style="list-style-type: none"> There are no errors in spelling, punctuation, or capitalization in the resume. 	<ul style="list-style-type: none"> There are 1 -3 errors in spelling, punctuation, or capitalization in the resume. 	<ul style="list-style-type: none"> There are 4-5 errors in spelling, punctuation, or capitalization in the resume. 	<ul style="list-style-type: none"> There are more than 5 errors in spelling, punctuation, capitalization in the resume.

Personal Statement

The purpose of a personal statement is to introduce yourself to the reader. This is information that goes beyond what is on your resume or high school transcript. This is your story. You can use the essay to describe a favorite activity, to tell a story about yourself, or even a story about your family (even the family pet), but make sure to really develop the story in a way that captures the reader's attention and shows that you are exceptional.

"...every personal statement I've read that I thought was truly exceptional had one thing in common: when I finished reading it, I thought, I'd like to meet this person. I'd like to take this student out for a cup of coffee and learn more." (*Doug Cutchins Director of Social Commitment Grinnell College*)

This is your goal for this personal essay: to intrigue your reader about who you are, to make them want to know you further. Consider these as possible topics:

- A challenge you have faced and overcome
- A most influential person
- A goal
- A life-changing experience
- A cause
- A great accomplishment

Select an essay topic - begin to work out a thesis:

- Topic
- Opinion about the topic
- Reasons why you have this opinion (rational)

Work out your ideas that will support your thesis:

- Make sure you have examples for each.
- Use the examples to build the body paragraphs.
- Stay focused on information that supports your thesis in each paragraph.

Your first sentence, the introduction, that first paragraph, must be a strong one that gets the reader's attention and makes him want to read more.

Your conclusion should be short. Just state the broader implications of the story, the main ideas and quit.

This essay is not a long one - one or two page maximum (500 word max) - double spaced size 10 or 12 point type.

Use the rubric as a guide for making sure that a complete and polished essay is turned in. No essays will be accepted without accompanying notes and rough drafts.

Personal Statement Rubric

	Exceeds An essay in this category demonstrates clear and consistent mastery	Meets An essay in this category demonstrates adequate mastery	Approaches An essay in this category demonstrates developing mastery (Needs to be rewritten)	Well-Below An essay in this category demonstrates little mastery . (Needs to be rewritten)
Content	<ul style="list-style-type: none"> effectively and insightfully develops a point of view and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence 	<ul style="list-style-type: none"> develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence 	<ul style="list-style-type: none"> develops a point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence . 	<ul style="list-style-type: none"> develops a point of view on the issue that is vague or seriously limited, and demonstrates weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence.
Organization	<ul style="list-style-type: none"> is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas. 	<ul style="list-style-type: none"> is generally organized and focused, demonstrating some coherence and progression of ideas 	<ul style="list-style-type: none"> is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas. 	<ul style="list-style-type: none"> is disorganized or unfocused, resulting in a disjointed or incoherent essay
Fluency	<ul style="list-style-type: none"> exhibits skillful use of language, using a varied, accurate, and apt vocabulary demonstrates meaningful variety in sentence structure 	<ul style="list-style-type: none"> exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary demonstrates some variety in sentence structure 	<ul style="list-style-type: none"> displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice lacks variety or demonstrates problems in sentence structure. 	<ul style="list-style-type: none"> displays very little facility in the use of language, using very limited vocabulary or incorrect word choice demonstrates frequent problems in sentence structure.
Conventions	<ul style="list-style-type: none"> is free of most errors in grammar, usage, and mechanics. 	<ul style="list-style-type: none"> has some errors in grammar, usage, and mechanics. 	<ul style="list-style-type: none"> contains an accumulation of errors in grammar, usage, and mechanics 	<ul style="list-style-type: none"> contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscure

Directions for Senior Project Sign of Commitment (Poster)

Senior Project Poster (or Sign of Commitment) is a visual announcement of the student's successful completion of the Senior Project. It will be displayed on Menehune Television (MTV) and be the first element in the portfolio. The portfolio is reviewed by the presentation judges. While creativity is encouraged, some guidelines have been provided.

1. The sign must be 8 ½" X 11" in size.
2. Each sign must include the following information:
 - a Student's name.
 - b Student's graduation year –Class of 20** (no abbreviations or c/o).
 - c Research paper topic.
 - d Product description using an active verb.
 - e A visual representing the project and fieldwork.
3. Typed text is required.

Students may wish to use Word, PowerPoint, Open Office Writer, Open Office Draw, or Publisher to create their signs

Poster Rubric

Visual—10 points

clarity, readability (font), creativity, design (eye appeal), white space (balance), mechanics (spelling, capitalization, punctuation), appropriateness (shows project)

Research Topic—2 points.

label, big idea

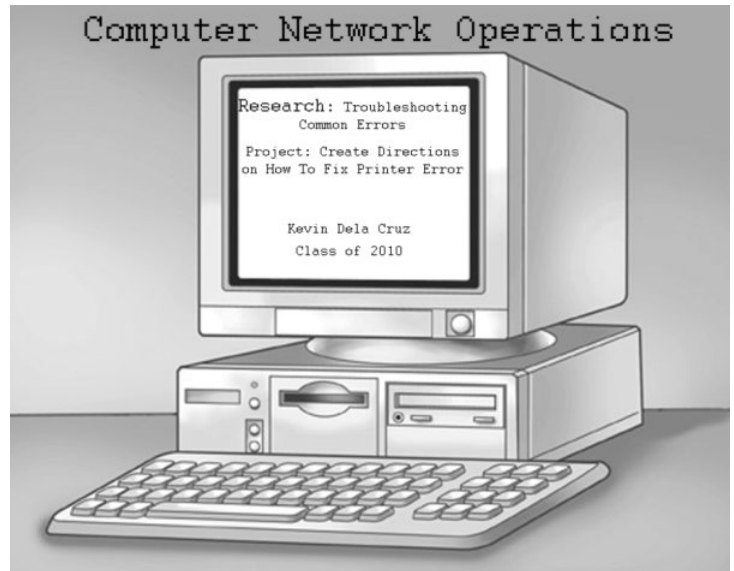
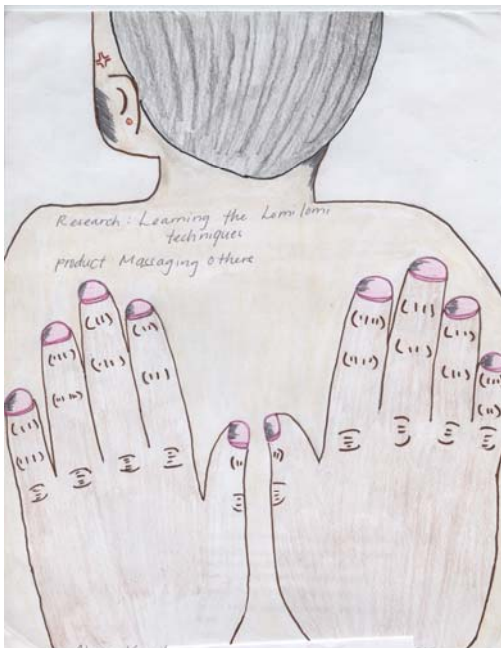
Project—3 points.

label, active verb, what has been done

Name—1 point

16=100%	12=75%
15=93%	11=68%
14=87%	10=62%
13=81%	9=56%

Poster Samples



Senior Project Reflections

The Senior Project Reflections are part record and part sounding board. They are designed to:

- allow you and your teacher to realize the thought, effort, struggle, and learning that has gone into the elements of your project.
- reflect your creativity, problem-solving ability, and organizational skills.
- serve as a part of your portfolio that permits the judges to share your unique experience while completing the project.
- All journal entries should be typed in a plain text 12 point font, double spaced, with no mechanical or typographical errors.
- The following heading should be used on all reflections: **name, teacher name, course name, and date.**
- Please proofread your reflection before you hand it in.
- Title each reflection appropriately; Planning Process Reflection, Research Paper Reflection, Fieldwork Reflection, and Self-Evaluation Reflection. In **essay** format, please address the following questions

Waimea High School Senior Project Reflection

- ❖ What did you accomplish during the fieldwork phase? How do you feel about your accomplishments?
- ❖ What was it like to develop a working relationship with your mentor? What did you do to create good rapport and earn the respect of your mentor?
- ❖ What problems did you encounter when working with your mentor? How did you overcome any problems or obstacles that you encountered?
- ❖ What did you learn about yourself during this phase? What strengths and weaknesses did you discover about yourself?
- ❖ If you had the opportunity to redo this phase of your senior project, what would you do differently?

Project Reflection Rubric

	Exceeds	Achieves	Below
	Meets all project criteria correctly	Meets most project criteria correctly	Does not meet project criteria, and/or the task has incorrect information
Assignment/Task Requirements ❖ Content demonstrates/exhibits supporting evidence, understanding, analysis, and synthesis ❖ Vocabulary specific to discipline is used ❖ Knowledge of assignment guidelines is demonstrated ❖ Reflection demonstrates the student's insights and thoughtfulness about his/her learning and process	<ul style="list-style-type: none"> • Content is always clear, concise, relevant, and accurate with a logical progression of ideas and supporting information that comes from the student's own experience. • Analysis and conclusion are based on reflective assessment • Ideas are sophisticated, substantial, and well-developed. • Displays a strong use of communication conventions. • Grammar and usage are correct and contribute to the clarity and style. • Content always meets the requirements of the task 	<ul style="list-style-type: none"> • Content is mostly clear, concise, relevant, and accurate with a logical progression of ideas and supporting information that comes from the student's own experience. • Analysis and conclusion may not always be based on reflective assessment. • Ideas are sufficient and developed. • Displays good use of communication conventions. • Grammar and usage are correct for the most part and any errors do not hinder the clarity and style. • Content occasionally may lack a clear connection to the requirements of the task. 	<ul style="list-style-type: none"> • Content is vague, often inaccurate, and lacks a logical progression of ideas and supporting information. • Analysis and conclusion are not evident. • Ideas are scattered and need developing. • Does not use good communication conventions. • Grammar and usage. Reads like a series of answers to questions • Content is insufficient and does not meet the requirements of the task

