2018-19

Port ownsend

High School

Senior Culminating Project Guidelines

Port Townsend High School
Senior Culminating Project
2018-19
Important Due Dates

Senior project involves a career exploration or community service project. A supporting scholarly paper and 40 hours of project work are required.

Proposal:
Tuesday, October 9, 2018

Scholarly Paper:
Monday, December 17, 2018

Completion of Project:
Friday, April 19, 2019

Completion Log Due:
Monday, April 22, 2019

Graded Presentation in CWP class:
April 29 - May 16, 2019

Senior Symposium Community Presentation:
Tuesday, May 21, 2019

Dear PTHS Senior:

Welcome to your senior year! Port Townsend Schools' graduation requirements require that every graduating student must have successfully completed a culminating senior project. At PTHS, this includes four different, yet inter-related, learning activities:

- Project—students will complete a long-term senior project (monitored and graded through English & CWP) that explores an area of career interest, or will serve as a benefit or improvement to our school, community or world.
- Research Paper – students will thoroughly research a topic and write a paper that is related to their senior project theme (monitored and graded through English class);
- Presentations – students will give an oral presentation to a class of (CWP) students, at which time a teacher will grade their senior project, and will then complete a second presentation to a panel of community members. Your presentation to the community will focus on your senior project, related research topic, and you will share your plans for the future;
- Post High School Plan – students examine their goals and dreams and turn them into a plan for the future (monitored and graded through English class).

If you are a Running Start student, you will complete all components outside of class, but will receive support through regular contact with PTHS staff. The 'Culminating Project Seminar' is designed to meet several times a year and will provide you ongoing assistance in this process.

Please give your project and paper serious thought and consideration. Take the time to select a topic that you find meaningful and care about. Although your project may seem overwhelming at times, if you meet deadlines, give it your best effort and stay true to the process, you will graduate from PTHS knowing that you have accomplished something important.

Know that I wish you the best success with your project, and with your senior year.

Sincerely,

Carrie Ehrhardt

Guidelines for Senior Project and Presentation Proposal

Your proposal must be typed 1-2 pages and include the following sections:

Introduction

- Objective of proposal—problem or issue to be addressed
- Background Information—why you are choosing this project
- Mentor name and contact info

Body

- Guidelines—How does it meet the career or community service requirement? How will you learn/grow from completing this project?
- Methods—How your will your project be conducted? What will happen?
- Timeline—Give details and projected dates for different elements of your project—When will it start? When will it end? Etc.
- Breakdown of Projected Time Spent--Should be 40 hours **minimum**. Most projects go beyond this.
  (Note to teaching projects: at least half this time must be student-contact)
  (**Note to all:** Scholarly Essay writing/research does not count)
- Budget & Materials–What will you need to complete this project?
- Expected results—What desired impact will your project have? What will you have learned or achieved?
- Plan for evaluating results—how will you know your project was a success?

Conclusion

- Summary of key points
- Request for approval

In addition, an appropriate cover page should be attached to the front of the final proposal.

If you want to get started before the start of senior year, please email the CWP teacher directly with your proposal for early project approval.

Once your proposal has been approved, no major changes (mentor, project, etc.) may be made without resubmittal and written approval from the CWP teacher.

Rubric for Project Proposal Page 1 of 2

Student Name _____   Date _____

	Exceeds Standard-excellent	Meets standard-minimum requirements	Does not meet standard-requires further work	
Topic	• Topic is a challenge for student • Area of study has adequate scope to exceed requirements	• Area of study is appropriate for student • Area of study has potential to meet all project requirements	• Area of study is inappropriate for student • Topic is too limited to meet all project requirements	/20
Goals & Rationale	• Goals represent a significant academic or personal growth challenge • Goals represent a personal interest or passion • Goals will directly benefit the community	• Goals will present a learning stretch for this student • Goals include a personal benefit or challenge • Goals will drive community connection	• Goals lack learning stretch • Goals lack a personal interest or passion • Goals lack a connection to community	/20
Scholarly Paper	• Proposal demonstrates how the scholarly paper's essential question is vital to the overall project • Proposal matches the "exceeds standards" criteria in the Scholarly Paper Rubric	• Proposal shows clear connection between the essential question and the overall project • Proposal indicates that standards on the Scholarly Paper Rubric can be met	• Essential question not clearly developed • Proposal fails to show that standards on the Scholarly Paper Rubric can be met	/20
Plan & Portfolio	• People and items are identified; costs are projected and availability and location are confirmed • Community advisor/mentor identified; expertise and role in project highlighted • Proposal demonstrates a detailed vision of the end results	• Resources in terms of people and items are identified • Potential community advisor identified; expertise and role in project are mentioned • Proposal shows vision of the end results	• Resource needs are not identified or would be inadequate for scope of project • No preliminary contact or identification of community advisor • Proposal fails to show vision of end results	/20

Rubric for Project Proposal Page 2 of 2

Student name _____   Date _____

	Exceeds Standard- excellent	Meets standard- minimum requirements	Does not meet standard- requires further work	
Conventions	• Minimal errors in punctuation, spelling and standard English structures	• Few errors in punctuation, spelling and standard English grammar structures	• Many errors in punctuation, spelling and standard English grammar structures seriously affect readability	/20
Overall Proposal Quality	• Overall proposal demonstrates necessary skills to exceed minimum requirements • Overall proposal shows evidence of potential to exceed minimum requirements through the planning process	• Overall proposal shows evidence of the necessary skills for the project • Overall proposal shows evidence of acceptable planning	• Overall proposal indicates significant skill gaps • Overall proposal shows incomplete planning.	/20

_____   _____ /120 points possible

Staff Signature

Senior Project Scholarly Paper Guidelines
Port Townsend High School

Overview

You will research and write a 8-10 page scholarly paper (for standard seniors) or a 10-12 page scholarly paper (for AP/Running Start seniors), on a topic which relates specifically to your senior project. The goal is to extend and deepen your knowledge about the subject of your project before you begin most of the work on the project itself.

For instance, if your project was designing, building, and organizing the costumes for a play, your research would try to answer some of the following types of questions:

- What were the fashions of the time period in which the play is set?
  - What did women wear?
  - Why was it considered beautiful, glamorous, stylish?
  - What did the men wear?
  - Did people of different "classes" wear different styles/fabrics?
- What are the steps involved in designing costumes?
- Where will the resources come from? Will I have a budget?
- What kind of schedule will I need to create?
- What other resources might I need?
- How should I organize the costumes?
- How do the professional costumers work?
- How does one become a costumer?

Because each person's topic is different, the questions to be answered with the research and paper will also be different. Make it relevant and meaningful. This is *your* senior project. Take ownership.

Research

You will spend several days in the school's library and computer labs to gather information relevant to your research. Outside sources can, of course, be found at the Port Townsend Public Library and The Jefferson County Public Library in Port Hadlock. Other methods of research may include interviewing "experts," calling organizations, visiting related facilities/sites/organizations, and writing to organizations for information.

Your sources should be evenly split between primary and secondary sources, with no more than half from websites. **Wikipedia or other encyclopedias, virtual or hard copy, do not count as sources.**

You will need to show evidence of the use of a minimum of **8** reliable sources from **at least 4 of** the following the following categories:

- Books, including reference materials

• Magazines and newspapers
• **Websites**
• **Documentaries**
• Interviews (one with your mentor is required)
• Pamphlets or guidebooks

Citing Sources, Reliability, & Documentation

Use MLA guidelines to cite *all* of the sources used and to format your Works Cited page. The term "bibliography" is based on the Latin word "biblio" meaning book. Since we have many other types of sources besides books, we must use the term "Works Cited", meaning all of the sources used in the creation of the paper. The style book, The Write Source, will be available in the library for your use and examples of how to document will be discussed in your English class.

Reliability of information is important. When you determine the source, you will most often be determining the reliability. For instance, an internet site developed and maintained by the University of Washington School of drama is probably more reliable than "Suzie's Costume Closet." This is where your time and diligence will pay off. Always check the source before gathering information. If you're not sure about the reliability or how to find the source information, ask your teacher for help.

Keep close track of your sources **as** you research. Some students like to do this on note cards while others just keep a running list on paper or on the computer. Use whatever works best for you, but plan ahead so you do not have to go back after you have written the paper to find the sources you used. This is time consuming and frustrating.

Writing Style

Work to create a paper that is not only information and relevant but also enjoyable and easy to read. Use the rubric attached as a guide as you write your paper. You will see familiar terms, because it is based upon the six-trait rubric used in all English classes at PTHS.

Format

- A title page with your name, class title, class period, date, and the title of your paper. Feel free to get creative with your title page.
- Typed, double-spaced, size 12 Times New Roman font.
- Page numbers, upper right corner, except on the title page.
- A complete and accurate Works Cited page.
- Use of MLA documentation for identifying quotes and facts within our paper.

This research paper is due no later than _____.
Late assignments will receive, at best, 70% credit.
This research paper is worth 200 points.
Plagiarism will be rewarded with a zero.

Rubric for Scholarly Paper Page 1 of 2

Student Name _____   Date _____

	Exceeds Standard-excellent	Meets standard-minimum requirements	Does not meet standard-requires further work	
Ideas & Content	• Thesis is clearly stated • Paper is focused and interesting with relevant details • Supplementary material augments and illustrates thesis	• Thesis is clearly stated • Details and rationale provide adequate support to thesis	• Thesis is not clearly stated • Lacks relevant details to support thesis	/20
Organization	• Organizational scheme is logical and complete and makes essay especially pleasurable to read	• Organization scheme shows planning and logical order	• Organizational scheme is not apparent and detracts from readability	/20
Work Choice & Voice	• Sophisticated language appropriate to topic • Interesting, precise and natural vocabulary • Voice appropriate to audience and purpose–especially compelling	• Standard written language • Few redundancies in vocabulary • Voice is appropriate for audience and purpose	• Conversational language and tone • Redundant use of limited vocabulary • Voice inappropriate for audience and purpose	/20
Fluency	• Consistently strong and varied sentence structure • Effective transitions make reader eager to continue	• Variety of sentence structure • Functional transitions move the reader along	• Repetitive simple sentence structure • Few or awkward transitions • Fluency is disrupted by sentence fragments or run-on sentences	/20
Conventions	• Minimal errors in punctuation, spelling and standard English structures	• Few errors in punctuation, spelling and standard English grammar structures	• Many errors in punctuation, spelling and standard English grammar structures • Errors seriously affect readability	/20

Student Name _____   Date _____

	Exceeds Standard-excellent	Meets standard-minimum requirements	Does not meet standard-requires further work	
Format	• Typing/printing (12 pt. Times New Roman font) • Double-spaced • Page numbers in upper right corner • 8-10 pages, 10-12 pages for AP & Running Start students	• Typing/printing (12 pt. Times New Roman font) • Double-spaced • Page numbers in upper right corner	• Typing/Printing • Spacing • Page numbers • Less than required length	/25
References	• More than six reliable sources • Properly cited • Rich variety of sources • Reliability of sources • "Works Cited" page follows MLA format • In-text citation accurately presented for all facts, statistics and quotes.	• At least six reliable sources • "Works Cited" page follows MLA format • In-text citation accurately presented for most facts, statistics and quotes.	• Fewer than six reliable sources • "Works Cited" page is missing or does not follow • No in-text citation for several facts, statistics and quotes. No non-internet sources.	____/25
Quotations	• Quotations are powerful examples of main points and follow MLA format • Transitions between text and quotes are seamless and clear	• Direct quotations included in body and follow MLA format • No more than 20% of body as direct quotes	• No quotations • Body is primarily a string of quotations and does not follow MLA format	/25
Extended Learning	• Extent of knowledge and/or depth of thought exceed the usual and are especially impressive	• Content includes original thought and materials and sources go beyond the usual	• Content lacks original thought, materials and sources beyond the usual	____/25

_____   _____ /200 possible points

Staff Signature

Senior Project Presentations
Preparation Guidelines

This should be the best presentation you have ever given. It should include:

- Interactive Element
- PowerPoint Slides
- Audio/Visual elements
- Strong content
- Speech notes--THAT YOU DON'T USE!

Here's how the project will be assessed:

As we have discussed in class, the presentation is the final component of the Senior Project. This is where you talk about the process of the project and give your personal perspective on the project. You can include aspects of your scholarly paper in the presentation, but the focus of the presentation should be about you and the actual project. You will have **two mandatory presentations**:

- **Once in CWP class** for a P/F grade that confirms graduation
- **Second at Senior Symposium**, a required part of Senior Project for graduation that must also be completed.

SAMPLE OUTLINE (Don't copy me, but use me as a guide!)

- Why you did it

- How you got started & designed project

- What you did—THE PROJECT

- Challenges you faced (add challenges throughout or at end of your presentation)

- Reflection: What you learned, what you'd do differently, how you grew (add reflection throughout or at end of your presentation)

- What's next: Next year, school or career options

THE PARTS   The Rubric

Background (SMALL)

This is where you give some backbone to your presentation. Add facts and research material to your presentation in order to teach everyone else about your project.

Project (BIG)

Explain your project. Talk about what the project is, how you went about accomplishing the project and how the final result of the project turned out. When talking about the project you should assume that no one knows anything about your project. Do not say, "well you know," or "I don't need to explain that." Make sure to give plenty of details.

Personal Reflection (BIG)

Reflect on your personal challenges, struggles, and successes throughout your project. Explain why you did the project and how you feel now that it is done. Talk about what you learned during the project. Remember that this is all about you. ***Don't be afraid of failure! You learn from things that aren't successful as well. Talk about this and how you would do things differently next time!***

Reflection can be sprinkled throughout the presentation, or clumped at the end.

Future Plans (BIG)

What's next for you? Panel members want to be excited that we are sending young people out to change the world and achieve their dreams. You should spend at least 5 min. talking about your future plans.

- What is your 5 year plan?

- Where will you be next year/after high school?

- Career goals?

- What's

- he presentation--you are responsible for making sure it can connect to the projector. Videos must be no more then 5 minutes long. If you are concerned about the acceptability of a visual aid, please talk to your advisor.

At some point you should involve your panel/audience in your presentation. Teach them a dance move, give them a taste of a recipe from your cookbook, walk them out to the garden you rehabilitated, let them handle refurbished car parts. This is the interactive element. Get them involved!

Delivery & Speaking Skills (BIG)

Your material should be delivered in a clear and organized fashion. Make sure that
you speak at a good pace and at a volume that everyone in the room can hear. When you are standing in front of the class presenting, think about your body language and use of voice. Are you excited about your project? What moments or ideas do you want to emphasize? Your material should be organized so that everything flows and makes sense. Do not just jump from one point to another. Remember that your audience does not know anything about your project, so you need to make sure they understand.

Time (MEDIUM)

Make sure that your presentation is a minimum of 15 minutes. This does not include questions from the class. Please save all questions until the end of the presentation. You will not pass if your presentation is under 10 minutes. This is very important because this is your preparation for the evening presentations to the community in which you have a tight window of time.

Appearance (SMALL)

Make sure you are not holding the podium like a life ring or constantly moving around. **You should dress in business-formal attire**: dress pants with a dress shirt for the boys, and a skirt or dress pants with a nice shirt is acceptable for the girls. No hats are allowed.

Senior Project CWP Presentation Rubric

Name: _____   Date: _____

Background Research & Intro
- Why you did the project   _____ / 10
- Facts and research to support project   _____ / 15

                                                  _____ / **25**

Project
- · Clear Evidence Project was completed as proposed   **yes / no**
- Explanation of the process and result   _____ / 15
- · Clear service/professional connection   _____ / 15

                                                  _____ / **30**

Personal Reflection
- Challenges, struggles, and successes   _____ / 15
- How you feel now that it is done   _____ / 5
- What you learned   _____ / 10

                                                  _____ / **30**

Visuals & Interactive Element
- Spelling & Grammar Correct   _____ / 10
- Strong Pictures/Documentation of Project   _____ / 10
- Interactive Element   _____ / 10

                                                  _____ / **30**

Organization and Delivery
- Organized in a clear fashion   _____ / 5
- Flows and makes sense   _____ / 5
- Appropriate pace and volume   _____ / 5

                                                  _____ / **15**

Time
- Minimum of 15 minutes **yes /   no**   Time _____   _____ / **10**

Appearance
- Appropriate clothing   _____ / 5
- Appropriate body language   _____ / 5

                                                  _____ / **10**

Total Points: _____ / **150**

__ **PASS**
__ **NOT PASS-Content (under 60%)**
__ **NOT PASS-TIME (under 10 min.)**
__ **NOT PASS-No Service/Professional Element**
__ **NOT PASS-Needs evidence project completed**

Senior Symposium Community Presentation Scoring Rubric

Student Name _____

1. Arrived on time for presentation   ___ no (0 points) __yes (5 points)

2. Dressed appropriately   1   2   3   4   5

3. Discussed senior project   1   2   3   4   5

4. Discussed Community Service or
   Professional Element of project   1   2   3   4   5

5. Explained post-high school plan   1   2   3   4   5

6. Presentation Skills   1   2   3   4   5

7. Presentation slides-quality & editing   1   2   3   4   5

8. Interactive element   1   2   3   4   5

9. Acknowledged/thanked mentor   ___No (0 points)   ___ Yes (5 points)

9. Length
   a. 15-minute presentation   1   2   3   4   5

   Presentation Length (min.)_____

   ___/ 50

__ Met standard or __ Did not meet standard

Reason for NOT PASS:

__ Total Points Less Than 25
__ Time (under 10 min.)
__ No Service/Professional Element Documented

Comments:

_____   _____/50 possible
Evaluator Signature

Senior Project Tracking Log

Student: _____Project Title:_____

Use this log to track the amount of time you spend working on your senior project activities.

DATE	ACTIVITY	HOURS

Total Hours _____

Mentor's Name_____Mentor's Signature_____

Mentor's Email_____ Mentor's Phone_____

Senior Project Committee
Port Townsend High School
1500 Van Ness * Port Townsend, WA 98368
360.379.4520

Community Partner Project Proposal

Name of Organization: _____

Contact Person: _____

Address: _____

Phone: _____ E-mail: _____

☐ Non-profit organization   MENTOR NAME: _____

☐ Corporation/Business

1. Describe the opportunity, project, or idea that you need help with that a senior at PTHS may be able to use as their senior project.

2. If possible, list strategies that the Senior Project Committee Team may use to help address the above idea.

3. What careers or industries could students possibly be exposed to while working in your organization?

4. How will your organization/staff support this project? Please be specific in detailing the time, resources, training, etc. that will be provided by your organization.

Please return this application to Ben Dow by May 15 by emailing to: bdow@ptschools.org