

Woonsocket Area Career & Technical Center



Senior Project Handbook

A Guide
For
The Class of 2010
And
Beyond

September, 2009
Version 3.0

Senior Project Handbook

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Senior Project Philosophy - Assessing Applied Learning

In Rhode Island, schools must ensure that all students have the opportunity to complete a rigorous diploma program that will provide them with access to college, post-secondary training, and/or employment. The focus now is on preparing students to become proficient in core-content knowledge. This should translate to an ability to apply their knowledge to real world problems and projects. Under the state's guidance, the Woonsocket Area Career & Technical Center has developed two criteria for successful demonstration of applied learning skills. One criterion is Graduation Portfolios which is administered under the same guidelines as Woonsocket High School. (See *WHS/WACTC Portfolio Handbook*)

The second criterion is a Senior Project. The expectations and process for Senior Projects has been a "Work-In-Progress" since the 2007-2008 school years. The process for administering and evaluating the Senior Project has become more standardized across program areas at the Career Center. The purpose of the Senior Project is to challenge students to demonstrate mastery in a particular subject area. It also provides an opportunity for the local, business, and school communities to participate in a culminating project. Proficient Senior Projects must be submitted before a program certificate is issued.

Learning Expectations

Students enrolled in the Woonsocket Area Career & Technical Center will:

1. Communicate effectively verbally, in writing, and through the visual arts.
2. Demonstrate an ability to read and process information.
3. Demonstrate the ability to apply math skills.
4. Utilize critical and creative thinking skills and reflection to be effective problem solvers and decision makers.
5. Utilize technology to locate, organize, synthesize and communicate information in an ethical manner.
6. Demonstrate proficiency in applying skills and knowledge acquired in career and technical programs.
7. Connect with the community through service to others.
8. Exhibit caring, responsible, and respectful behavior.

WACTC and Graduation by Proficiency

The Senior Project is linked to the learning expectations. Within the framework of the Senior Project, students will be able to demonstrate proficiency in Effective Communicator, Problem Solving, Critical Thinker, Researcher, Technological Literacy, and Reflective Thinker. (See *WHS/WACTC Portfolio Handbook*) As part of the Senior Project, students at the Career Center will propose, research, create, and defend their Senior Project. **All** Seniors enrolled in a Career and Technical program at the Career Center will be required to complete this Senior Project beginning with the Class of 2010.

Senior Project Committee

At the Woonsocket Career Center, faculty and staff members formed a Senior Project Committee that has worked to develop procedures, policies, timelines and this Handbook for the implementation of the Senior Project as part of the Graduation by Proficiency assessment. The *Senior Project Handbook* is an emerging document. The Senior Project Committee meets regularly throughout the school year. The Committee's tasks include but are not limited to:

- development of the *Senior Project Handbook* with criteria, policies and procedures
- development of the timeline for Senior Project activities for the current school year
- designing workshops to present the *Senior Project Handbook* to staff, students, parents, and/or guardians
- organizing and overseeing the presentation process
- evaluating and creating solutions for conflicts or concerns as they arise
- evaluating the Senior Project process each year and revising the *Senior Project Handbook* as appropriate on an annual basis
- gathering suggestions for improvements and enhancements from students and staff who do not serve on the Senior Project Committee.

The Senior Project Committee will be chaired by the Principal of the Career Center and/or their designee. The Chair will select members, on a rotating basis, to serve on the Executive Board Subcommittee and the Appeals Subcommittee.

Who Has To Complete a Senior Project

Beginning with the 2009-2010 school year, **all** Seniors enrolled in a Career and Technical program for the Career Center will complete a Senior Project. Most students enrolled in courses at

the Center are in a program for two or more years; however, even a first year student, if he/she is a Senior, will complete a Senior project, beginning with the Class of 2010.

What is a Senior Project?

There are four basic components to the Senior Project, also known as the four “P’s”.

	The Four P 's	Description
Part One	The P roposal	Outline/Essence Senior Project - See Appendix A – Details for Proposal
Part Two	The P aper	Research Paper - See Appendix B -- Details for Research Paper
Part Three	The P roduct	Something the Senior Does - See Appendix C – Details for Product Piece
Part Four	The P resentation	Oral Presentation Before Judges - See Appendix D – Details for Presentation

Components are broken down into the four parts for ease of administration, completion and grading. Each component is graded utilizing a rubric:

	The Four P 's	Grade/Percentage
Part One	The P roposal	Proposal - See Appendix A
Part Two	The P aper	Research Paper - See Appendix B
Part Three	The P roduct	Something the Senior Does - See Appendix C
Part Four	The P resentation	Oral Presentation Before Judges - See Appendix D

Topic Selection for Senior Project

The research topic should be one in which you are interested and passionate about, but not yet an expert. You should:

- Choose a topic that challenges you and provides an intellectual stretch worthy of further study
- Choose your topic with a project(s) in mind
- Choose topics that will not require large purchases of equipment; rather students should look for opportunities where they can perform community service through service learning
- Choose a topic that you would be proud to share with others.

As students begin to work on their Senior Projects, they should experience flow, where there is enjoyment, creativity, and total involvement in a meaningful project. Considerations for the Senior Project include:

- rigor- measures learning expectations
- interdisciplinary and problem-based
- authenticity (real world application)
- feasibility of time and materials required to complete the project
- student choice
- melding of mind and heart- affective and cognitive
- should be a **transforming experience** for students.

Most of all, students should be able to answer the question:

Where's the learning stretch?

Examples of Senior Project Ideas

- Studying construction techniques during the Medieval Period; building a scale replica of a castle
- Studying Braille; volunteering in a classroom with a visually impaired student
- Studying green energy sources; devising a plan to heat pool water using solar power
- Studying the consequences of underage drinking; organizing a post-graduation event

Appeals Process

At any time during the Senior Project Process a Senior may apply for consideration and/or appeal to the Executive Board of the Senior Project Committee. Seniors must utilize the standardized Appeals format found on page 20 of the *Senior Project Handbook*. All applications for consideration and/or appeals must be filed within one week (five school days) of any designated due date. All applications will be reviewed by members of the Appeals Subcommittee. The Appeals Subcommittee will be comprised of one administrator and/or Principal's designee, a staff member determined to be knowledgeable with respect to the Career Center Senior Project process and the senior's guidance counselor. The Director/Principal will make the final decision on the proficiency status of the Senior with regards to his/her Career and Technical certification.

Honor Code

Cheating is not tolerated. Plagiarism in writing reports, test dishonesty, tampering with or changing school records/grades, constitutes cheating. Cheating on reports or tests will result in a grade of zero for that work. Any academic distinctions received will be rescinded, if due process procedures uphold the finding of academic dishonesty. Additional penalties may be imposed by the administration, including the removal from any school activity. Instances of alleged academic dishonesty involving a candidate/member of the Honor Society will be reviewed by the Faculty Advisors for possible dismissal from the Honor Society. (*Woonsocket High School/Woonsocket Career and Technical Center Student Handbook*).

Non-Traditional Students

Certain students do not meet the traditional Senior Project guidelines for first-, second- or third-year Seniors:

Transfer Students: Seniors who enter the Career Center after the first semester must meet with the Executive Board Subcommittee with their Guidance Counselor to provide proof of their graduation proficiency and status from their previous school.

Concurrent Enrollment Students: Students who opt for concurrent enrollment during their Senior year must complete all Seniors Project requirements and will be expected to participate in all parts of the process. There are NO EXCEPTIONS! Concurrent Enrollment students will be informed of all due dates for their Senior Project and will work with the WACTC Portfolio

Coordinator to facilitate the process. Failure to participate in the Senior Project will jeopardize a student's certification in their career and technical program area.

Early Grads: Students who opt for Early Grad status must complete all Senior Project requirements and will be expected to participate in all part of the process. NO EXCEPTIONS! Students considered for Early Grad status will be informed of all due dates for their Senior Project and will work with the WACTC Portfolio Coordinator to facilitate the process. Failure to participate in the Senior Project will jeopardize a student's certification in their career and technical program area.

Service Learning

As part of the product portion of the Senior Project, some students may choose to participate in and complete Service Learning through a community organization. No student will be permitted to handle money for the purposes of fundraising as part of their Senior Project. All fundraising activities must take place through third-part community-based organizations. Students must obtain prior approval from the Assistant Principal or their designee in order to participate in any Service Learning activity. In addition, a minimum of twenty (20) hours of volunteer time will be necessary in order to receive full credit for the Product portion of the Senior Project. Students may also utilize these hours to satisfy the Community Service requirements of their individual program or the SkillsUSA Professional Development Program (PDP).



WOONSOCKET AREA CAREER & TECHNICAL CENTER

SENIOR PROJECT PROPOSAL

DUE DATE: _____

Name: _____ Program: _____ Date: _____

Focus of Senior Project: _____

Research Paper

Describe the topic you will research. Please be specific.

Describe how this project is a learning stretch for you.

What would you like to learn? List at least 3 core questions that will help you find information for your research paper/project.

- 1.
- 2.
- 3.
- 4.

Senior Project Proposal Rubric

CATEGORY	4 EXCEEDS STANDARD	3 MEETS STANDARD	2 ALMOST MEETS STANDARD	1 DOES NOT MEET STANDARD	SCORE
Research Topic Overview	The student provides a clear description/summary of his/her research topic. Details about the desired project's objectives, goals, or outcomes are given. Possible benefits to the community are also mentioned.	The student provides a clear description/summary of his/her research topic. Details about the desired project's objectives, goals, or outcomes are given. W-10-10, W-10-6, W-10-7, W-10-9 DOK 3	The student attempts to provide a clear description/summary of his/her research topic; however, <i>some</i> of the information provided is vague, unclear, and/or confusing.	The student makes a minimal attempt to provide a clear description/summary of his/her research topic; <i>most</i> of the information provided is vague, unclear, and/or confusing.	
Learning Stretch	The student clearly describes how his/her project will broaden their knowledge of their chosen topic. The student describes what he/she hopes to discover about self as a learner and contributor. The student considers how completion of the project might benefit his/her future and/or others.	The student clearly describes how his/her project will broaden their knowledge of their chosen topic. The student describes what he/she hopes to discover about self as a learner and contributor. R-10-7, R-10-8, R-10-14 DOK 3	The student attempts to describe how his/her project will broaden their knowledge of the chosen topic; however, some of their explanation lacks adequate detail.	The student makes a minimal attempt to explain how his/her project will broaden their knowledge of the chosen topic.	
List of Core Questions (Note: Closed ended questions require "yes" or "no" answers or answers of a few words and SHOULD NOT BE USED)	The student lists four or more opened ended questions that can be explored thoroughly through research.	The student lists three opened ended questions that can be explored thoroughly through research. W-10-10, W-10-11, W-10-1 DOK 3	The student lists two open ended questions that can be explored thoroughly through research AND/OR <i>some</i> questions are closed ended and will require minimal research.	The student lists only one open ended question that can be explored thoroughly through research AND/OR <i>most</i> questions are closed ended and will require minimal research.	
Product/ Demonstration (Note: Creating a brochure, Power Point, or other presentation tool is NOT a product)	The student's product compliments their Senior Project; it incorporates a community service piece AND/OR has a physical component that the student creates.	The student's product compliments their Senior Project; it is NOT an extension of research; it is something "do-able" that can be demonstrated at the conclusion of the Senior Project.	The student's product is related to the student's Senior Project, but does not compliment it; is merely an extension of the student's research.	The student's product is not related to the student's Senior Project and, therefore, does not compliment it.	

CATEGORY	4 EXCEEDS STANDARD	3 MEETS STANDARD	2 ALMOST MEETS STANDARD	1 DOES NOT MEET STANDARD	SCORE
Materials/ Resources		The student provides a preliminary list of resources that are relevant to completing the project in addition to a realistic cost factor. R-10-16 DOK 3	The student provides a list of resources where some are unrealistic <u>AND/OR</u> certain key components are omitted.	The student provides a minimal list of resources <u>AND/OR</u> states there is no cost factor.	
Format & Basic Information	The student provides <i>all</i> information for the Senior Project and the proposal is electronically available in a multitude of platforms.	The student provides <i>all</i> pieces of introductory information including: name, program, date, and Senior Project focus; the proposal is electronic and available via e-mail and/or WED account. W-10-9.5 DOK 3	The student is missing 1 of the following pieces of introductory information: name, program, date, and Senior Project focus <u>AND/OR</u> the proposal is electronic but not available via e-mail and/or WED account.	The student is missing 2 or more of the following pieces of introductory information: name, program, date, and Senior Project focus <u>AND/OR</u> the proposal is not electronic.	
Time Management	The completed proposal was turned in 1 or more days before the due date.	The completed proposal was turned in on the due date.	The completed proposal was turned in 1-3 days after the due date.	The completed proposal was turned in 4+ days after the due date.	
Mechanics & Grammar	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling; complex vocabulary is used.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling; occasional errors do not interfere with meaning.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling; frequent errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling; numerous errors interfere with meaning.	
Signatures		The proposal includes student, program instructors, parent/guardian and Senior Project coordinator's signatures.			

The Research Paper

Writing the Research Paper

<u>Component of Paper</u>	<u>Description of Component</u>
<u>Introduction</u>	Introduce your topic- Discuss the focus (thesis statement) of your paper and subtopics that you will discuss
<u>Body</u>	Discuss your research, background information, and sources Must contain a minimum of 3 citations
<u>Conclusion</u>	Contains a summary and the results of your research Includes a reflection of the project- did you achieve your goal/s; what did you learn from the process?
<u>Format</u>	The paper must be <ul style="list-style-type: none">• Word processed, double spaced, 12 point Time New Roman font, 1" margins, 8 1/2" X 11" paper• Five pages in length (not including Works Cited Page)• Page numbers on upper right corner, excluding the first page
<u>Works Cited</u>	Should contain at least five sources in the proper MLA format. A variety of sources must be used: <ul style="list-style-type: none">• at least 2 two print sources• at least one credible internet source

The Research Paper

“Yes” Test

Name:

Draft #:

Program:

Date:

In order for your research paper to be evaluated by the final team of teachers, it must meet the basic requirements listed below. Your paper will be returned to you if there is a “NO” on any single item, and it is your responsibility to correct the error/omission.

YES NO

- | | | |
|-----|-----|---|
| ___ | ___ | Paper is typed (12 point, Times New Roman font, double-spaced) |
| ___ | ___ | There are 1” margins on all sides of each page |
| ___ | ___ | Correct spacing between letters |
| ___ | ___ | Spell check/grammar check completed |
| ___ | ___ | Pages numbered properly; no page number on the first page |
| ___ | ___ | Minimum of five sources (at least two print sources, at least one credible internet source) |
| ___ | ___ | Follows MLA format |
| ___ | ___ | Sources are cited correctly in the body of the paper |
| ___ | ___ | Paper is written in the student’s own words (see <i>Honor Code</i> , <u><i>WHS Student Handbook</i></u>) |
| ___ | ___ | Sources cited in the body of the paper are cited on a properly formatted Works Cited Page |
| ___ | ___ | Correct paper length (at least five full pages not including Works Cited Page) |
| ___ | ___ | Clear thesis statement highlighted in first draft |

Name: _____ Program: _____ Topic: _____

Senior Project Research Paper Rubric (DOK 4)

Guidelines for Using Rubric: Select the boxes that most describe student performance in each area.

Category	Exceeds Standard 5	Meets Standard 4 – 3	Below Standard 2 - 0	Standards
<p>Ideas and Development Paper is clear and focused; develops a thesis or purpose substantiated with compelling evidence.</p>	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly stated, highly developed thesis/purpose <input type="checkbox"/> supporting details that are accurate, relevant, and helpful <input type="checkbox"/> evidence of comprehension and synthesis of information used to support and expand upon the major ideas 	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly stated thesis/purpose statement that is understandable <input type="checkbox"/> accurate details supported by research <input type="checkbox"/> evidence of comprehension of information used to support the major ideas 	<p>Report:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not include thesis/purpose statement or it is weakly developed <input type="checkbox"/> lacks supporting details or details are inaccurate or vague, <input type="checkbox"/> shows little evidence of comprehension of information and inability to relate information to major ideas 	<p>W-12-6.5 W-12-7.2 W-12-7.3</p>
<p>Organization Information clearly relates to the main topic. There is a strong internal structure that serves to prove the thesis or purpose and leads the reader to the relevant points or important conclusion.</p>	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction which states thesis/purpose, major ideas and previews structure of paper <input type="checkbox"/> purposeful transitions that help to connect points to larger concepts <input type="checkbox"/> a conclusion that restates thesis/purpose and resolves questions. 	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction with thesis/purpose statement <input type="checkbox"/> transitions that generally connect major ideas <input type="checkbox"/> a conclusion that restates thesis/purpose 	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that fails to introduce thesis/purpose clearly or smoothly <input type="checkbox"/> poor transitions; ideas appear randomly ordered and do not connect to major ideas <input type="checkbox"/> no real conclusion, paper just ends 	<p>R-12-8.6 W-12-1.4 W-12-6.1 W-12-6.2 W-12-6.3 W-12-8.1 W-12-8.2 W-12-8.3 W-12-8.5</p>
<p>Grammar, Mechanics & Format Paper is grammatically correct, and has been edited for spelling and punctuation errors; follows MLA format.</p>	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No grammatical, spelling, or punctuation errors <input type="checkbox"/> MLA format is followed <input type="checkbox"/> Paper is typed (12 pt, Times New Roman font, double-spaced, 1" margins, 6+ pages). 	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1-3 grammatical, spelling, or punctuation errors <input type="checkbox"/> MLA format is followed <input type="checkbox"/> Paper is typed (12 pt, Times New Roman font, double-spaced, 1" margins, 5 pages). 	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4+ grammatical, spelling, or punctuation errors <input type="checkbox"/> Paper deviates from MLA format. <input type="checkbox"/> Paper does not fully meet other formatting requirements (font size, spacing, margins, 4 or fewer pages) 	<p>W-12-9.1 W-12-9.2 W-12-9.4 W-12-9.5</p>
<p>Resources Paper includes correctly cited information from 5 sources</p>	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6+ sources (at least 3 internet/3 print) relevant to the thesis used to expand ideas and give credibility to the research <input type="checkbox"/> all sources cited and formatted correctly (MLA) both in body of paper and on a works cited page 	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 sources (2 internet/3 print) relevant to main ideas <input type="checkbox"/> 5 sources cited and formatted correctly (MLA) both in body of paper and on a works cited page 	<p>Report includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 3 sources of limited types <input type="checkbox"/> sources not properly cited or formatted correctly (MLA) <input type="checkbox"/> no works cited page <input type="checkbox"/> evidence of plagiarism 	<p>W-12-6.6</p>



Senior Project Activity Log

Program: _____

Name _____

Due Date _____ Date Submitted: _____ Instructor's Initials: _____

<u>Date(s)</u>	<u>Activity</u>	<u>Result</u>	<u>Teacher Comments</u>

SENIOR PROJECT – Product Rubric

The WACTC is using a modified version of the school-wide rubrics for Critical Thinker, Problem Solving, and Reflective Thinking. In addition, each program instructor will create an additional piece for grading purposes which will incorporate individual career and technical areas. Special emphasis in the program instructor's piece should be given to evaluating the student's Self Management Skills.

CRITERIA	4 ACHIEVES PROFICIENCY WITH HONOR	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
<p style="text-align: center;">APPLICATION Critical Thinker</p> <ul style="list-style-type: none"> ○ Identifies and evaluates information from a variety of sources (books, magazines, documents, newspapers, websites, lectures, etc.) ○ Generates an original connection and/or reaction and/or relation to the real world. 	The student provides an excellent application by incorporating the two criteria and citing four or more sources with minimum teacher input.	The student provides an acceptable application by incorporating the two criteria and citing two or three sources with minimum teacher input. R-10-15.1 to 15.4, R-10-7.3 DOK 3	The student provides an acceptable application by incorporating one criterion and citing one source with maximum teacher input.	The student has difficulty in providing an application and with incorporating the criteria without significant teacher assistance.	The student does not attempt to provide an application.	
<p style="text-align: center;">IMPLEMENTATION Problem Solving</p> <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ○ Executes plan ○ Responds to unforeseen circumstances ○ Accepts constructive criticism ○ Tasks are logically prioritized ○ Monitors jobs/tasks 	The student successfully implements the action plan by meeting all five benchmarks listed.	The student successfully implements the action plan by meeting three or four of the benchmarks listed. OC-10- 1.1 to 1.5 DOK 3	The student is unable to successfully implement the action plan by meeting less than three of the benchmarks listed:	The student shows little understanding of how to implement an action plan.	The student does not attempt to implement an action plan.	
<p style="text-align: center;">CONNECTIONS Reflective Thinker</p> <ul style="list-style-type: none"> ○ Assignment ○ Learning Expectation ○ GSEs ○ Personal experiences ○ Real world ○ Abstract aspects of life 	The student skillfully makes connections to lead to new perspectives and insights.	The student makes connections with minimum teacher input. W-10-8.1 to W-10-8.4 DOK 3	The student attempts to make connections; however, the connections are inappropriate and/or ineffective.	The student makes limited connections.	The student did not attempt to make connections.	

CRITERIA	4 ACHIEVES PROFICIENCY WITH HONOR	3 ACHIEVES PROFICIENCY	2 NEARLY ACHIEVES PROFICIENCY	1 LITTLE EVIDENCE OF ACHIEVING PROFICIENCY	0 NO EVIDENCE OF PROFICIENCY	SCORE
<p>LEARNING STRETCH</p> <ul style="list-style-type: none"> ○ Student's ideas are synthesized with existing body of knowledge/information ○ Information extends beyond expectations 	<p>The student demonstrates extensive application of researched material and existing knowledge. The student has demonstrated evidence above and beyond basic principles.</p>	<p>The student demonstrates through application of researched materials and existing knowledge. The student has demonstrated evidence that is creative and distinctive. R-12-7, R-12-8, R-12-12 DOK 3</p>	<p>The student demonstrates application of researched material and existing knowledge.</p>	<p>The student demonstrates only a slight application of research and existing knowledge.</p>	<p>The student fails to demonstrate any application of further existing knowledge. The ideas presented are from basic research only.</p>	
<p>PROGRAM INPUT</p> <ul style="list-style-type: none"> ○ Use of Time ○ Organization Skills ○ Independent Thought and Design ○ Creativity ○ Self Management Skills ○ Additional Areas To Be Determined by Program 						



Senior Project Presentations Practice Guidelines

Speak Clearly, Slowly -- DRESS PROFESSIONALLY!!!!!! This is an Interview!!!!!!

Practice. Practice. Practice. Practice. PRACTICE!!!!!!

Make an outline, note cards, whatever will help you through your presentation

Hello, my name is

And I am a (first/second/third)-year student in

For my Senior Project this year I decided to report on

The reason I picked this topic was because

My five-page paper was about

As part of my research I

(Interviewed people, used these books, went to these web sites, etc.) – NOTE: Print out your Work Cited Page from your Research Paper to help with this part

For my product I decided to

As part of my product I

This is my product/project (SHOW, TELL, EXPLAIN)

NEXT:

My graduation portfolio has _____ entries

I am -- missing _____ because OR

I am not missing anything

The piece in my portfolio I am most proud of is . . . (share artifact with judges)

- could hand portfolio to judges

The hardest part about putting my portfolio together was . . .

If I could do it over again, the thing I would change about completing my portfolio would be . . .

Are there any questions?

FINISH:

Thank you very much for coming and listening to my presentation. This concludes my presentation.

REMINDER: There is a final Project/Portfolio Survey to complete. Please complete and return the form to Linda Stanley after your presentation.

Bring
ALL
Senior Project
Materials
With You
To Your
Presentation
Location

Arrive
At
Presentation
Location
On Time

Remain
Quiet
During
Other
Presentations

Senior Project Oral Presentation Rubric

**Work
In
Progress**

**To Be
Completed**

**By
11.01.09**

The Grading Process

	The Four P 's	Grade/Percentage
Part One	The P roposal	Proposal - Quarter ¼ of Midterm Exam
Part Two	The P aper	Research Paper - Quarter ¼ of Midterm Exam
	Total Points	Half ½ of Midterm Exam
Part Three	The P roduct	Something the Senior Does - Quarter ¼ of Final Exam
Part Four	The P resentation	Oral Presentation Before Judges - Quarter ¼ of Final Exam
	Total	Half ½ of Final Exam

Grades will be included in the student's Career and Technical class grade for the Midterm and Final Exam grades. In addition, English instructors at the Career and Technical Center may use the Research Paper grade as a portion of a student's semester grade.

Sample Appeals/Consideration Letter

Student Name
Student Program
Student Address
Telephone Number
Current Date

To Members of the Senior Project Executive Committee:

Please consider this letter my request for a hearing before the Executive Committee and/or Appeals Committee. The reason(s) for my request are:

- Issue/concern #1
- Issue/concern #2
- Continue with as many items as necessary to describe fully

Thank you for your time and consideration.

Sincerely,

Student's Signature

Student's Name

Parent/Guardian's Signature

Parent/Guardian's Name



Woonsocket Area Career & Technical Center Community Service Learning Approval, Verification & Reflection

Student Name: _____ **ID#:** _____

Program: _____ **Grade:** _____

Submitted on: _____ **Approved by:** _____

The following is to be completed by the Supervisor of the organization for which you did your community service.
A letter written on the organization's stationary may also be included.

Community Service Activity: _____

Organization Name: _____

Address: _____
Street City State Zip Code

Supervisor's Name (Print): _____ Telephone: _____

Supervisor's Signature: _____

Dates of Service: _____ Total Hours of Service: _____

Comments: _____

The following is to be completed by the Student. In order to receive approval and complete credit for all community service hours, students must complete all parts of this section.

1. Create a Word document with your name, program and the current date in the header.
2. Double space your document with Times New Roman 12 font.
3. Answer the following questions completely, using complete sentences and a **minimum** of five paragraphs.
4. Refer to the Community Service rubric, sample Community Service Word document, and the GSE's and Learning Expectations listed below in writing your answers to these questions:
 - a) Describe your participation in the community service project
 - b) Describe how your actions benefitted others in the school or community
 - c) What did you learn about yourself from performing this community service
 - d) What was the most rewarding part of this experience
 - e) If you were to participate in another community service, what would you do differently or the same

GSE's W10-9, W12-9 Writing Conventions:

Learning Expectations

W10-10, W12-10 Writing Process

1.01 Effective Communication

W10-14, W12-14 Expressive Writing: Reflective Essay

6.01 Reflective Thinker

FOR OFFICE USE ONLY

Number of Hours: _____ Signed: _____ Date: _____

**ANY QUESTIONS REGARDING COMMUNITY SERVICE or SERVICE LEARNING,
PLEASE CONTACT:**

DR. LYNNE BEDARD.....767-4662

SUSAN J. VOTTO.....767-4632

**Woonsocket Area Career & Technical Center
Faculty Contact Information
2009-2010**

SENIOR PROJECT DUE DATES

PROPOSAL.....	October 2, 2009
PAPER – 1 ST DRAFT.....	November 6, 2009
PAPER – 2 ND DRAFT.....	December 18, 2009
FINAL PAPER.....	January 22, 2009
PRODUCT LOGS	
The products log will be due bi-weekly starting.....	February 5, 2010
	February 26, 2010
	March 12, 2010
	March 26, 2010
FINAL PRODUCT.....	April 1, 2010
SENIOR PRESENTATIONS/PORTFOLIOS.....	April 12-30, 2010

PROGRAM

Academy of Information Technology & Game Design
Automotive Technology
Baking & Pastry Arts
Biotechnology
Child Studies/Human Services
Construction Technology
Digital Media
Culinary Arts
Graphics Design & Printing
Health Careers
Hospitality & Tourism

INSTRUCTOR(S)

Donald McCabe
Phillipe Jacques/Michael Strojny
Amy Hitzemann
Claire Laquerre
Colleen Curis/Christine McKenna
Charles Myers, Jr./Keith Thibeault
Jason Marzini
Suzanne Marsella
William Webb
Debra Bacon
Leonora Hughes

FOR MORE INFORMATION REGARDING SENIOR PROJECTS, PLEASE CONTACT:

DR. LYNNE BEDARD.....767-4662
SUE LEJA.....767-4814
CAROL NOLAN-PAUL.....767-4638
LINDA STANLEY.....767-4667
SUSAN J. VOTTO.....767-4632

PARENT TEACHER CONFERENCES

**OCTOBER 22, 2009
MARCH 18, 2010**

Woonsocket Area Career
&
Technical Center

Senior Project Due Dates/Deadlines
2009-2010

PROPOSAL.....October 2, 2009

PAPER – 1ST DRAFT.....November 6, 2009

PAPER – 2ND DRAFT.....December 18, 2009

FINAL PAPER.....January 22, 2010

BI-WEEKLY PRODUCT
LOGS

February 5, 2010
February 26, 2010
March 12, 2010
March 26, 2010

FINAL PRODUCT.....April 1, 2010

PRESENTATIONS/PORTFOLIOS....April 28-29, 2010*

Pending approval by the
Woonsocket School Committee

**Woonsocket Area Career & Technical Center
Parent/Guardian Contact Sheet
2009-2010**

Please Print All Information

Student's Name: _____

Your Name: _____

Relationship to Student: _____
(Parent, Guardian, etc.)

Your Address: _____

Your Telephone: _____

Your Cell Phone: _____

Other Contact Number: _____

Your Email: _____

Best Way to Contact You Is:

<input type="checkbox"/> Telephone	<input type="checkbox"/> Email
<input type="checkbox"/> Cell Phone	<input type="checkbox"/> Other – Please specify
<input type="checkbox"/> Other Contact Number	_____

I have received a copy of the Due Dates and Schedule for Senior Projects for the 2009-2010 School Year (Class of 2010). I also have a list of Contact names and telephone numbers. My student has received a copy of the Senior Project binder with all pertinent materials inside.

Parent/Guardian Signature

Date

Woonsocket Area Career & Technical Center

Senior Project

