

Rochester Area High School

2016



2017

Senior Project

- **Ms. Mary Drogowski**
- **Mrs. Tonya Onuska**

Senior Project Coordinators

“A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has.”

~Margaret Mead

Important Dates

- Senior Project Proposal, Parent Permission, and Mentor Forms
Due- September 2016
- Senior meetings with Mentors during PM Homeroom
Last Tuesday of every month
- **Turn in for a quick check Tuesday December, December 13th.**
- **First check for all contents: 28, 2016**
- Senior Project Oral Presentation and Submission of Portfolio
Due- March 31, 2016
- **Each senior will be assigned a room and a time to
present and submit their final project.**

March 31 is designated as a senior day on the school calendar. There is no school that day for the other students.

Rochester Area School District Graduation Project Credit

As per the Rochester Area High School Handbook:

“All students will be required to complete a graduation project with a passing grade to graduate from Rochester Area High School....The students must follow the guidelines set forth by the coordinating teacher and administration in order to meet all requirements for completing the project.....Senior students cannot walk if they have not met all requirements for graduation...including the successful completion of a Graduation Project.”

The different categories of the Senior Project must receive a Pass grade. The student must correct any errors according to the rubrics provided so that the project meets requirements. Parents will be contacted if a student receives an “incomplete” on any portion of the project. If the student does not **meet all requirements and complete any section of the project by the due date, then he or she will not walk at graduation.**

**The Senior Project Coordinators reserves the right to monitor the progress of each student.*



Student Preparation for Job Shadowing, Community Service, or Community Service Project

1. Call ahead to schedule the day and time you are going to job shadow/community service.
2. Arrive on time.
3. Introduce yourself politely and shake hands.
4. Do not cancel unless there is an emergency.
5. Dress appropriately; ask person in charge about appropriate attire.
6. Be respectful and behave appropriately (you are representing the entire Rochester Area School District)
7. Follow all rules.
8. Conduct an interview
9. Be sure person in charge signs off on volunteer hours (40 required)
10. Send a "Thank you letter"

*You may job shadow more than one career (up to 4 total) but **all** careers must be on **individual** proposal forms **and individual** hourly log with signatures for **each** career shadowed.

***For the community service hours, you may do fundraising but it is not recommended . If you would like to do fundraising, all funds must go through the school and your mentor. Further forms will be completed as well as receipts. Community service should be in the community, outside of school grounds as much as possible.**

Job Shadow or Community Service Host

Ideas for including students during their hours on the job site or the community service site:

- **Work/Service Day-** Go about regular day activities and explain duties to the student
- **People skills-** Show student proper ways to initiate/carry conversation (including over the phone) with co-workers, authority figures, and/or customers
- **Technology skills-** Explain any computer skills needed
- **Equipment-** Explain and show students how to use important equipment
- **Attend meetings-** If possible, have student attend a meeting and take notes with questions afterwards
- **Special skills-** Explain special skills needed for job or service
- **Student feedback-** Ask student if he/she has any questions or comments

*If the Job Shadow or Community Service Host has any questions or concerns, he or she may contact one of the senior project coordinators or high school principal.

Rochester Area School District Telephone number: 724-775-7500

High School Principal:

Mr. Michael Damon- email: damonm@rasd.org extension: 1820

Senior Project Coordinators:

Ms. Mary Drogowski- email: drogowskim@rasd.org extension: 1919

Specific Requirements for Written Documents

Thank you Letters:

- ✓ Follows format of *sample letter EXACTLY (SINGLE space in paragraphs. DOUBLE between paragraphs)
- ✓ Addressed envelope for each letter (*follow sample envelope included)
- ✓ Write a thank you letter to **everyone** involved in helping you with your project (mentor, person in charge at volunteer site, person you interviewed, ect.). At least two letters with photographed envelopes are required.

Resume:

- ✓ Follow a formal resume format of choice (*sample included is just an example)
- ✓ Must be in reverse chronological order

All documents below must have: Size 12, Times New Roman, Double spacing, and one inch margins. (See written document rubric for further clarification)

Five-Paragraph Reflective Essay for Multiple Intelligences Survey (See Howard Gardner's page 7)

Works Cited Page for Career or Community Service Research Chart on page 14 and 15:

- ✓ Modern Language Format (MLA)- alphabetical order by author's last name, correct spacing/indentation, exact punctuation and mechanics, and all required information
- ✓ **3 sources** minimum, *see sample Works Cited page

Final Reflection/Process Analysis Paper:

- ✓ 5-6 pages in length
- ✓ The paper must discuss the following: everything you did from beginning of project to end, why you chose the project, what you learned, results/conclusions from your experience, and how it benefited you and others. Basically you will discuss how you completed the project from beginning to end and will reflect how you will use what you learned for your future plans after high school.

Visual Aid:

- ✓ No minimum amount of photos or slides required
- ✓ Confidentiality is a must; the supervisor at the site must be notified of any photographs taken there
- ✓ Be sure any words or phrases do not have grammar or spelling errors.
- ✓ PowerPoint/visual aid must provide photographic evidence that the student completed the hours required for the project. Display people, duties, locations, preparation, ect. that were a part of the senior project experience.

Mentor Responsibilities

As a mentor please review the following responsibilities that are required. It is important that you have the time to meet with your mentee and check through his or her final portfolio before turning it into the senior project coordinators. Please be aware that completing the senior project is solely the student's responsibility. As a mentor, you are there to ensure your mentee's progress and provide guidance throughout the year as you meet together. You may accept **up to two mentees** per school year. All forms described below are included in the senior project.

- ❖ **Mentor Form:** Fill out the "Mentor Form" with your contact information below.
- ❖ **Mentor Log:** Your mentee should meet with you at least **once a month on the meeting dates scheduled** until the senior project is due. These meetings may be in person, over the phone, or through email or text. Please inform your mentee of the most convenient way for him or her to contact you. It is the student's responsibility to make sure they are contacting you regularly. Every time you have a meeting, the students should record it in his or her "Mentor Log" and have you sign off on the meeting in the "Mentor Initials" column.
- ❖ **Signature Requirements:** Many of the senior project documents require your signature or initials to prove that the student has completed it correctly and thoroughly. Please be sure to sign and/or initial and date those forms on the lines provided after you check them.
- ❖ **Final Portfolio Checklist:** When your mentee is finished with his or her project, check over the entire portfolio thoroughly before the due date and initial in the Mentor column. Use the "Final Portfolio Checklist" and the "General Rubric for Written Documents" provided in the senior project to make sure all the documents are included and completed correctly; there is a column for mentor's initials. The student should place the documents in order according to that checklist. Also, set up a time when your mentee can practice his or her presentation for you; a practice rubric is included for you to fill out and sign.

***Sign below after the first meeting with the mentee**

Mentor's Signature

Mentee's Signature

Date

Room #

Extension

Senior Project Proposal Form

Rochester Area High School

Student Name: _____

Mentor Name: _____

Senior Project Choice: _____

Please provide a specific statement that describes the student's plan for completing the 40 hours of community service and/or job shadow hours and the expected outcome.

Proposal:

Signatures Required:

Mentor

Date

Senior project coordinator

Date

Senior Project Parent Permission Form

Name of Student _____

Name of Parent/Guardian _____

Telephone: (Home) _____ (Cell) _____

I have read, and I understand the requirements for the Rochester Area High School Senior Project. I also understand my son/daughter needs to successfully complete ALL parts of the Senior Project in order to graduate according to Pennsylvania State Law. I further realize that the Rochester School District has the right to reject any incomplete, inappropriate, or illegal projects.

I approve of my son/daughter's choice of a Senior Project (check box below):

Job Shadow

Community Service

Signature of Parent/Guardian _____

Date _____

| | | | |
|--|--|--|--|
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Total Hours

Final Signature of supervisor

Name of Student: _____

Mentor Signature: _____

Senior Project Interview

Interviewee: _____ Signature: _____

Interviewer: _____ Date: _____

You must conduct an interview with a supervisor at your job shadowing or community service site. Create ten interview questions ahead of time (avoid one-answer questions) in the left column and record their corresponding answers in the right column.

| Student's Interview Questions | Interviewee's Answers |
|-------------------------------|-----------------------|
| Q1: | A1: |
| Q2: | A2: |
| Q3: | A3: |
| Q4: | A4: |

| | |
|-------------|-------------|
| Q5: | A5: |
| Q6: | A6: |
| Q7: | A7: |
| Q8: | A8: |
| Q9: | A9: |
| Q10: | A10: |

Career Research

*Choose any one career you are interested in (**does not have to be the one you job shadowed**) and research the following information on that career. The sources you use to find the information will be for your Works Cited page (3 sources minimum).

| |
|----------------------------------------------------|
| Name of Career and Brief Job Description: |
| Training/Education Requirements: |
| Possible College or University Description: |
| Possible Salary or Hourly Rates: |
| Benefits/Vacation Offered: |
| Skills Needed or Preferred: |
| Related Careers Available: |

Community Service Research

Choose any one community service opportunity you are interested in (**does not have to be the service you did**) and research the following information on the organization or company involved with that particular community service. The sources you use to find the information will be for your Works Cited page (3 sources minimum).

| |
|-------------------------------------------------------------------------------|
| Name of Community Service and Brief Description of Services Performed: |
| Requirements Needed: |
| Different Volunteer Opportunities: |
| Community Needs Addressed: |
| Giving/Donation Processes: |
| Advertising Strategies: |
| Related Community Service Organizations: |

Howard Gardner's Multiple Intelligences Survey

Howard Gardner developed the Theory of Multiple Intelligences, which suggests that all people have eight different ways of learning, but some are more dominant than others. The eight intelligences are as follows: **Nature Smart**, **Body** (Kinesthetic) **Smart**, **Music Smart**, **Word Smart**, **People** (interpersonal) **Smart**, **Self** (intrapersonal) **Smart**, **Picture** (visual) **Smart**, and **Number** (mathematical) **Smart**.

- Complete the Multiple Intelligence Survey, by checking all of the statements that describe your interests in each section. If any statements do not apply to you, leave the spaces blank.
- Count the number of checked statements in each section and label the corresponding sections with the total numbers. **Example:** *You checked 4 statements in Section 1, write a number 4 in the Section 1 space provided.*
- After checking all of the statements that describe you and writing the numbers for each section, shade the bar graph accordingly.
- The highest numbers are your learning strengths and the lowest numbers are your learning weaknesses.
- Once you have completed the survey, locate your Core Characteristics in the Resource packet.

The Five-Paragraph Reflective Essay

Compose a reflective essay, in five paragraphs, detailing what you learned from the Multiple Intelligences Survey and the Resource Packet. The structure and content for the essay must adhere to the following requirements:

Paragraph 1: Define Howard Gardner's Theory of Multiple Intelligences and explain it.

Paragraph 2: Describe your learning strengths.

Paragraph 3: Explain the Core Characteristics (from the resource packet) of your learning strengths.

Paragraph 4: Describe your learning weaknesses.

Paragraph 5: Explain how the information learned about your strengths and weaknesses can help you now (with school and assignments) and in the future (with career choice). The Resource Packet provides a list of career choices that align with each of the Multiple Intelligences.

Howard Gardner's Multiple Intelligence Survey

Directions: Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Hiking and camping are enjoyable activities
- _____ I enjoy working on a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I spend a great deal of time outdoors

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I've always been interested in playing an instrument
- _____ The cadence of poetry intrigues me
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult while listening to a radio or television
- _____ I enjoy many kinds of music
- _____ Musicals are more interesting than dramatic plays
- _____ Remembering song lyrics is easy for me

Section 3

- _____ I keep my things neat and orderly
- _____ Step-by-step directions are a big help
- _____ Solving problems comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Puzzles requiring reasoning are fun
- _____ I can't begin an assignment until all my questions are answered
- _____ Structure helps me be successful
- _____ I find working on a computer spreadsheet or database rewarding
- _____ Things have to make sense to me or I am dissatisfied

Section 4

- _____ I learn best interacting with others
- _____ The more the merrier
- _____ Study groups are very productive for me
- _____ I enjoy chat rooms
- _____ Participation in politics is important
- _____ Television and radio talk shows are enjoyable
- _____ I am a "team player"
- _____ I dislike working alone
- _____ Clubs and extracurricular activities are fun
- _____ I pay attention to social issues and causes

Section 5

- _____ I enjoy making things with my hands
- _____ Sitting still for long periods of time is difficult for me
- _____ I enjoy outdoor games and sports
- _____ I value non-verbal communication, such as sign language
- _____ A fit body is important for a fit mind
- _____ Arts and crafts are enjoyable pastimes
- _____ Expression through dance is beautiful
- _____ I like working with tools
- _____ I live an active lifestyle
- _____ I learn by doing

Section 6

- _____ I enjoy reading all kinds of materials
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or email
- _____ It is easy for me to explain my ideas to others
- _____ I keep a journal
- _____ Word puzzles like crosswords and jumbles are fun
- _____ I write for pleasure
- _____ I enjoy playing with words like puns, anagrams, and spoonerisms
- _____ Foreign languages interest me
- _____ Debates and public speaking are activities I like to participate in

Section 7

- _____ I am keenly aware of my moral beliefs.
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ **My attitude affects how I learn**
- _____ Social justice issues concern me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I will give 100% effort to it

_____ I like to be involved in causes that help others
_____ I am willing to protest or sign a petition to right a wrong

Section 8

_____ I can imagine ideas in my mind
_____ Rearranging a room is fun for me
_____ I enjoy creating art using varied media
_____ I remember well using graphic organizers
_____ Performance art can be very gratifying
_____ Spreadsheets are great for making charts, graphs and tables
_____ Three dimensional puzzles bring me much enjoyment
_____ Music videos are very stimulating
_____ I am good at reading maps and blueprints
_____ I can recall things in mental pictures .

TOTALS

_____ Total for section 1: Naturalist strength
_____ Total for section 2: Musical strength
_____ Total for section 3: Logical (Mathematical) strength
_____ Total for section 4: Interpersonal strength
_____ Total for section 5: Kinesthetic strength
_____ Total for section 6: Linguistic strength
_____ Total for section 7: Intrapersonal strength
_____ Total for section 8: Spatial strength

Plot your numbers as a bar graph in the chart

| | Sec 1 | Sec 2 | Sec 3 | Sec 4 | Sec 5 | Sec 6 | Sec 7 | Sec 8 |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 0 | | | | | | | | |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |

Remember:

Everyone likely has all of the types of intelligence

You can strengthen any of the types of intelligence

**This inventory is meant as a snapshot of who you are now.
It can change!**

The Multiple Intelligences (Smarts) Resource Packet

Here is a short list of occupations categorized by primary intelligence (smart):

Word Smart: *librarian, curator, speech pathologist, writer, radio or TV announcer, journalist, lawyer*

Number Smart: *auditor, accountant, mathematician, scientist, statistician, computer analyst, technician*

Picture Smart: *engineer, surveyor, architect urban planner, graphic artist, interior decorator, photographer, pilot*

Body Smart: *physical therapist, dancer, actor/actress, mechanic, carpenter, forest ranger, jeweler*

Music Smart: *musician, piano tuner, music therapist, choral director, conductor*

People Smart: *administrator, manager, personnel worker, psychologist, nurse, public relations person, social director, teacher*

Self Smart: *psychologist; therapist, counselor, theologian, program planner, entrepreneur*

Nature Smart: *botanist, astronomer, wildlife illustrator, meteorologist, chef, geologist, landscape architect*

Smart - Core Characteristics:

- Spatial Awareness - solving problems using spatial orientation
- Non-sequential Reasoning - thinking in divergent ways
- Visual Acuity – assessment of information based on principals of design and aesthetics
- Imagination - seeing the possibilities before engaging them in the physical world
- Small motor coordination - creating, building, arranging, decorating

Students with a strong visual intelligence:

- Seek ocular stimulation
- Respond to color, line and shape
- Can "see" ideas
- Use mental images for mnemonic devices
- Imagine possibilities
- Enjoy rearranging their environment
- Can manipulate three-dimensional models in their minds
- Understand by seeing a concept in action
- Enjoy expressing themselves through the arts
- Appreciate symmetry and congruence

Word Smart-Core Characteristics:

- Ideation - think and remember through internal language
- Functional Literacy - understand the rules and functions of language
- Self-Regulation - analyze one's own use of language
- Adaptation - apply rules of language to new and different contexts
- Oral Expression - explain and express one's self verbally
- Written Expression - explain and express one's self in writing

Students with a strong linguistic intelligence:

- Appreciate the subtleties of grammar and meaning
- Spell easily
- Enjoy word games
- Understand jokes, puns, and riddles Use descriptive language
- Are good storytellers
- Internalize new information through lecture and discussion
- Demonstrate understanding easily through discussion and essay

Nature Smart-Core Characteristics:

- Natural Orientation - identification with living organisms and their environments
- Attribute Orientation - finding common traits among items
- Categorization - identifying categories by attribute
- Hierarchical Reasoning - ranking items by significance and relationship
- Schematic Memory - internalizing and recalling information by attribute, category or hierarchy

Students with a strong naturalist intelligence:

- Are intrinsically organized
- Demonstrate an empathy with nature
- Pick up on subtle differences in meaning
- Like to make collections of materials
- Enjoy sorting and organizing materials
- Impose their own sense of order on new information
- Respond to semantic mapping activities
- Prefer charts, tables, diagrams and timelines

Music Smart-Core Characteristics:

- Aural Orientation - heightened listening ability
- Patterning - seeking all kinds of patterns, not just in sound
- Resonance - identification with patterns as an expression of experience
- Audiation - thinking musically rather than verbally

Students with a strong rhythmic intelligence:

- Seek patterns in new information
- Find patterns in their environment
- Are particularly drawn to sound
- Respond to cadence in language
- Enjoy moving to rhythms
- Pick up terms and phrases in foreign languages easily
- Use patterning to both internalize and recall skills, ideas and concepts

Number Smart-Core Characteristics:

- Linear Reasoning- seeking order and consistency in the world
- Concrete Reasoning - breaking down systems into their components
- Abstract Reasoning - using symbols that represent concrete ideas
- Causal Relationships- identifying cause and effect within a system
- Complex Operations - performing sophisticated algorithms

Students with a strong logical intelligence:

- Seek order
- Reason scientifically
- Identify relationships
- Enjoy testing theories
- Like completing puzzles
- Excel at calculating numbers
- Solving problems instinctively
- Analyze abstract ideas
- Perform these operations at a rapid rate

Self Smart-Core Characteristics:

- Affective Awareness - the knowledge of one's feelings, attitudes and outlook
- Ethical Awareness - the setting of one's principles and moral priorities
- Self-Regulation - monitoring one's thoughts, actions and behavior
- Metacognition - the awareness of one's thought processes

Students with a strong intrapersonal intelligence:

- Are comfortable with themselves
- Express strong like or dislike of particular activities
- Communicate their feelings
- Sense their own strengths and weaknesses
- Show confidence in their abilities
- Set realistic goals
- Make appropriate choices
- Follow their instincts
- Express a sense of justice and fairness

People Smart-Core Characteristics:

- Collaborative Skills - the capability to jointly complete tasks with others
- Cooperative Attitude - the willingness to offer and accept input
- Leadership - recognition by peers as someone to follow
- Social Influence - an ability to persuade others
- Social Empathy - an awareness and concern for others
- Social Connection - a skill for meaningfully relating to others

Students with a strong interpersonal intelligence:

- Seek the support of a group
- Value relationships
- Enjoy collaborative work
- Solicit input from others
- Enjoy sharing about themselves
- Display a "winning" personality
- Tend to be natural leaders

Body Smart-Core Characteristics:

- Sensory - internalizes information through bodily sensation
- Reflexive - responds quickly and intuitively to physical stimulus
- Tactile - demonstrates well-developed gross and/or fine motor skills
- Concrete - expresses feelings and ideas through body movement
- Coordinated - shows dexterity, agility, flexibility, balance and poise
- Task Oriented - strive to learn by doing

Students with a strong kinesthetic intelligence:

- Seek to interact with their environment
- Enjoy hands-on activities
- Can remain focused on a hands-on task for an extended period of time
- May demonstrate strong fine and/or gross motor ability
- Prefer learning centers to seat work
- Seek out other students who are physically gregarious
- Master a principle once they can manipulate materials that demonstrate the concept
- Enjoy group games and active learning tasks
- Are different from children who are hyperactive

Public Speaking Opportunity

Every senior must participate in a public speaking opportunity that involves him or her speaking in front of a small or large group. This will prepare you for future speaking situations and build confidence in this skill. When you determine the public speaking experience you are going to participate in, fill out this form. You must record the date of your experience, what time the event took place, the location, a one-paragraph explanation, and provide a signature (non-parental) of a supervisor who observed and approved of your speaking performance. The supervisor must also check the box confirming that you spoke for at least 5 minutes (required). Below is a list of possible speaking opportunities; you are not limited to this list, however.

- ❖ A.M./P.M. announcements at school for one week
- ❖ Tour guide for Freshman Orientation
- ❖ Team captain announcement at a pep rally
- ❖ Leading a club or team meeting
- ❖ Present your senior project to the School Board
- ❖ Announcements, greeting, or reading at church
- ❖ A part in the play or musical with spoken lines

Speaking Opportunity Confirmation

Name: _____

Date: _____

Time: _____

Location: _____

Explanation: _____

I certify that the student spoke for at least 5 minutes during his/her experience.

Supervisor's Signature

Date

Presentation Preparation Outline

Speech Outline Template

***Use this outline to guide you in preparing for your presentation; this outline is required.

Title:

I. Introduction (The speech actually starts here.)

A. Attention Getter:

B. Purpose of presentation and project:

C. Introduce yourself (hobbies, work, interests):

II. Body (chronologically talk about your project using visual aid)

A. First steps (choosing a mentor, choosing project focus, experience in first few weeks:

1. What you did and why:

2. What you did and why:

3. What you did and why:

Transition:

B. Middle Steps (funny/meaningful/interesting story from your experience, problems you encountered, how mentor was helpful):

1. What you did and why:

2. What you did and why:

3. What you did and why:

Transition:

C. End Steps (gathering data/ documents of what you learned from experience, research, volunteering, finishing the book, final preparations):

1. What you did and why:

2. What you did and why:

3. What you did and why:

III. Conclusion:

A. Why the project was rewarding:

B. If you could do the project again, what would you do differently:

C. How the project helped you decide what you want to do after graduation. What is your plan:

D. Close with impact statement:

*****Do not close presentation with “I’m done.” OR “That’s the end.” After your impact statement, say, “Thank you for your time. I’ll be glad to answer any questions.”**

Oral Presentation Practice Rubric

Present in front of your mentor at least one week before final presentation.

Student Name: _____

Mentor Signature: _____

| <i>Categories</i> | Meets Requirements | Incomplete |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Preparedness</i> MR NY | Student is completely prepared and has obviously rehearsed. | Student does not seem at all prepared to present. |
| <i>Time-Limit</i> MR NY | Presentation is 5+ minutes long. Start Time: _____:_____ | Presentation is less than 5 minutes. End Time: _____:_____ |
| <i>Posture and Eye Contact</i> MR NY | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Slouches and/or does not look at people during the presentation. |
| <i>Volume</i> MR NY | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume often too soft to be heard by all audience members. |
| <i>Visual Aid</i> MR NY | Student uses technology/visual aid such as a PowerPoint Presentation to validate the project and enhance the oral portion of it. *Please note: Any text in the visual must adhere to the conventions of language as described in the written documents rubric. | The student does not use technology/visual aid to validate the project and enhance the oral presentation. <i>or</i> The student does use technology/visual aid, but the text contains grammatical errors. |

Time Length of Presentation: _____:_____

General Rubric for Written Documents

Student name: _____

| <i>Categories</i> | MEETS REQUIREMENTS | INCOMPLETE | Date ✓ | Mentor ✓ | SPC ✓ |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|-----------------|
| <i>Format</i> MR NY | The student adheres to the formatting requirements: 12 Point, Times New Roman Font, 2 in Spacing, and 1 Inch Margins (top, bottom, left, right). | The student does not meet 1 or more of these formatting requirements. | | | |
| <i>Contractions</i> MR NY | The student's writing does not contain contractions such as won't, can't and I'm. | The student's writing contains contractions. | | | |
| <i>Conventions</i> MR NY | The student's writing does not include errors in mechanics and usage and sentence completeness. | The student's writing does have convention errors. | | | |
| <i>Content</i> MR NY | The student's writing includes information and details specific to the topic and ideas are fully developed. | The student's writing does not include information and details specific to the topic and ideas are not fully developed. | | | |
| <i>Style</i> MR NY | The student's writing includes precise language, effective word choice, and a variety of sentence structures. | The student does not use precise language, effective word choice, and a variety of sentence structures. | | | |
| <i>Heading</i> MR NY | The student's written documents all include a heading that follows Your name, mentor's name, assignment title, and due date on top left corner of the first page | The student's written documents do not include an appropriate heading. | | | |



Final Portfolio Checklist

Student Name: _____

| Documents | Student Initials | Mentor Initials | SPC Initials |
|----------------------------------------------------------------------|-------------------------|------------------------|---------------------|
| Title Page: Name, Project Choice, Mentor's Name, and the Date | | | |
| Resume and 2-3 Professional Letters of Recommendation | | | |
| Photocopies of the two Thank You Letters | | | |
| Photocopies of two Addressed Envelopes | | | |
| Project Proposal Form | | | |
| Parent Permission Form | | | |
| Mentor Responsibility and Mentor Form with Meeting Log | | | |
| Volunteer Log(s): Job Shadowing <i>or</i> Community Service | | | |
| Interview Questionnaire with Person in Charge | | | |
| Career <i>or</i> Community Service Research Form | | | |

| | | | |
|--------------------------------------------------------|--|--|--|
| Works Cited Page | | | |
| Multiple Intelligences Survey | | | |
| Multiple Intelligences 5 Paragraph Reflective Essay | | | |
| Speaking Opportunity | | | |
| Final Reflection Paper (Process Analysis) | | | |
| Oral Presentation Preparation Outline | | | |
| Oral Presentation Rubric (Practice) | | | |
| Written Documents Rubric | | | |
| Final Portfolio Checklist | | | |
| Professional Appearance of the Portfolio | | | |

All documents within the portfolio must follow the order detailed in the checklist above.

Sample Resume - High School

First Name Last Name
6 Pine Street, Arlington, VA 12333
home: 555.555.5555
cell: 566.486.2222
email: phjones@vacapp.com

Education

Arlington High School, Arlington, Virginia
2002 – 2006

Experience

Sales Associate, The Retail Store
June 2005 – Present

- Maintain and restock inventory.
- Provide customer service.
- Operate computerized cash register system.

Child Care

2002 - Present

- Provide child care for several families after school, weekends and during school vacations.

Achievements

- National Honor Society: 2004, 2005, 2006
- Academic Honor Roll: 2002 - 2006

Volunteer Experience

- Big Brother / Big Sisters
- Arlington Literacy Program
- Run for Life

Interests / Activities

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

Computer Skills

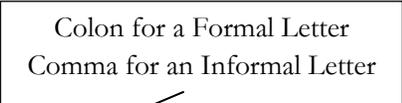
- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

Thank You Letter Template

Your Street Address
Your City, State Zip Code
Date You Are Typing the Letter
(1 spacing)

Person's Name
Person's Street Address
Person's City, State Zip Code
(1 spacing)

Colon for a Formal Letter
Comma for an Informal Letter



Dear Mr., Mrs. Ms., Dr. (Salutation-The Person I am Thanking):

Thank you for taking the time out of your busy schedule to help me with my Senior Project experience on _____(fill in the date-ex: Saturday, October 23, 2010).

I found the ...Paragraph two should state something you learned or enjoyed. It should be at least four sentences in length.

I thank you again for your generosity and patience in helping me to meet my Senior Project requirements.

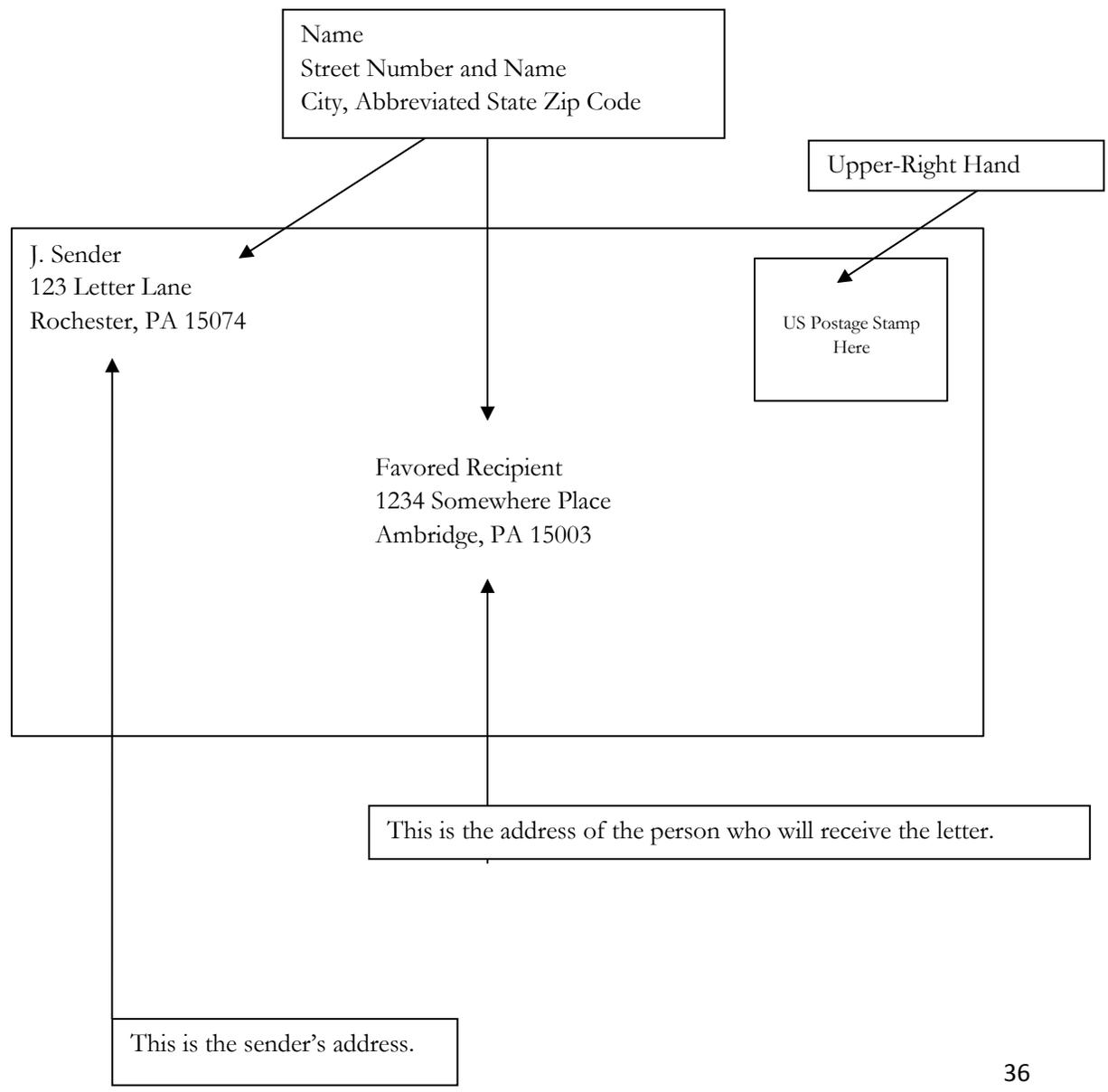
Sincerely, (Closing)

Your Signed Signature

Your Name Typed

How to Address an Envelope

Envelope Template



Sample MLA Works Cited Page

Works Cited is a list of citations at the end of a research paper. A Works Cited page starts on a new page and is numbered as a continuation of the paper. Items in a Works Cited list are **alphabetized by author**. When no author is given, alphabetize by title, ignoring “A”, “An” and “The” if one of these is the first word. Use a five space (½”) **indentation for all lines after the first line** of a citation entry. **Double-space** the entire list. Title is **“Works Cited” at the top**, centered. Below is a sample of MLA citations in correct format.

Berman, Morris. *The Twilight of American Culture*. New York: W.W. Norton, 2000. *Netlibrary*. Web. 22

Aug. 2009.

Cox, Ted. “Once Daring, MTV Now a Bland Corporate Commodity.” *Daily Herald* [Arlington Heights, IL]

1 Aug. 2006: 1. *Infotrac Custom Newspapers*. Web. 27 Aug. 2009.

Curtin, Michael F. “Media and the Degradation of Language: The Tides of Vulgarly Can be Countered.”

Vital Speeches of the Day 72.20-21 (Aug. 2006): 578-80. Print.

Edmundson, Mark. “One the Uses of a Liberal Education: I. As Lite Entertainment for Bored College

Students.” *Harper’s* Sept. 1997: 39-49. Print.

Halimi, Serge. “Myopic and Cheapskate Journalism: U.S. Press Obsessed with Local Issues.” *Le Monde*

Diplomatique – English Edition. *Le Monde Diplomatique*, Aug.-Sept. 1998. Web. 29 Aug. 2009.

“The Liberal Arts in the Age of Info-Glut.” *Chronicle of Higher Education* 1 May 1998: B4-5. Print.

O’Brien, Tom. “Doom and Gloom.” *America* 21 May 2001: 31. *Expanded Academic ASAP*. Web. 22 Aug.

2009.

Thomas, Frank. “Dark Age.” *Commodify Your Dissent*. Ed. Frank Thomas and Matt Weiland. New York:

W.W. Norton, 1997. 255-72. Print.