

Metropolitan Business Academy

115 Water Street
New Haven, CT 06511



2018 - 2019

Senior Project

Metropolitan Business Academy

Overview

The Senior Project Experience is designed to prepare high school students for lifelong learning as well as effective and productive citizenship through the opportunity to plan, complete and present a self-directed project reflecting a personal interest.

This is an opportunity to extend your learning beyond the classroom by working with an expert in the area of interest you have selected. The Capstone can take many forms and is not required to result in a physical product. Your Capstone builds upon previous knowledge or experience but must represent a "learning stretch." If you stretch to apply your current skills and knowledge; your project will be challenging and successful.

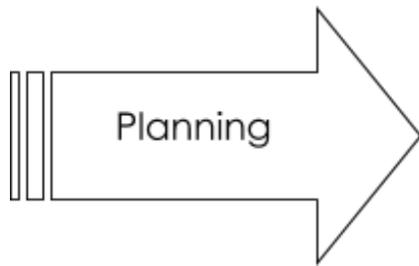
The Senior Project can be a continuation of a current job or extracurricular activity; however you must build on the existing activity and 'stretch' to reach new goals and objectives. You must be actively involved and do something as opposed to merely observing. If your project objective is to learn a new skill or talent, you must then extend or apply this talent. Simply taking a class does not satisfy the requirements. Essentially, you are answering a central question. The key component is demonstrating what has been learned from your experience.

Essential Skills:

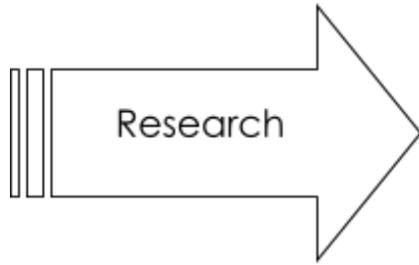
- **Critical Thinking:** Student detects contradictions, inconsistencies, opportunities for expansion of ideas, products, procedures, etc. and formulates core questions, competencies and assertions about topics or areas of interest.

- **Problem Solving:** Student develops and executes a process to create intellectual or physical products, hold an event, improve a system, or otherwise moves toward the solution of an identified core question.
- **Research:** Student uses information tools and technology to learn and elevate his or her understanding about the chosen thesis/topic.
- **Communication:** Student questions, seeks guidance, learns from others, and informs.
- **Reflection/Evaluation:** Student examines and dissects the product and process and makes necessary revisions.

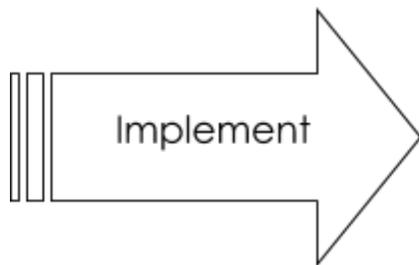
The Process:



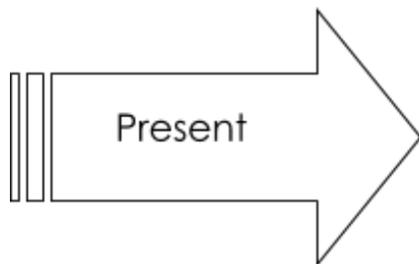
Student chooses focus of project that is meaningful to them. It requires new experiential learning.



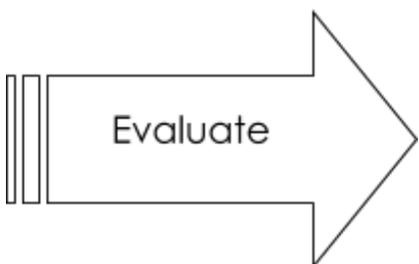
Collection or research related to the student's project: primary and secondary sources and methods to investigate the problem/issue.



Planning & Research with ongoing adult advisor/mentor support. A tangible creation based on choosing, designing and developing an item related to the student's research topic.



Oral multimedia presentation given to a review panel that includes administrators, teachers, parents, as well as business, industry and higher education detailing the problem, research, student's solution, process/product or recommendation and what was learned.



Reflect, Self-Evaluate student application of knowledge and skills and demonstration of his/her learning stretch.

Getting Started

Developing a Topic:

Give serious thought to your Senior Project! When selecting a topic think about what you have always wanted to know more about or learn how to do, as well as a career or personal interest you want to explore.

Your project must be both challenging and achievable. You will have to explore the subject from a new perspective and in a more challenging and aggressive manner. It's important to remember to not just repeat what you have already learned. Your Project will serve to "stretch" your skills and knowledge in your area of choice.

Developing a Central Question

The first step in creating a Senior Project is to identify a core question (thesis) that will be the focus of your research that arises out of an interest.

Things to Consider:

- Requires more than just a yes/no answer and should be open-ended.
- The core question is exploratory, and involves a learning stretch.
- It's an action-based research path to new knowledge, which allows you to use that knowledge to solve problems.
- Complete preliminary research based on your central question.
- It does not need to be overly complex, but it does need to be researchable.
- How will your project answer the central question?
- It should include an explanation of why you feel it is important.

Senior Project Categories

- *Inquiry* (e.g. answers a question, explore a career, utilize scientific method)
- *Design and Create a Product* (e.g. build a dugout, create a metal sculpture, and build a bridge)
- *Research* (e.g. broaden knowledge in an area of interest, expand upon existing strength/expertise)
- *Performance* (e.g. develops a dance routine, write a script and directs a play, develop a musical program)
- *Instruct* (e.g. teach a topic, share information)
- *Improve a System*
- *Investigate an Issue* (social, political, scientific, moral/ethical, artistic) and propose possible solutions.
- *Plan and Organize an Event or an Activity*

Topic Ideas

Pathway / Interest	Research Focus	Project Example
Agricultural	Landscape Design	Create and prepare a landscape design for a house or office building
Architecture and Construction	Architecture	Draw blueprints, make a model
Communications	Art Show	Organize an art showcase of your photography work
Communications	Poetry	Write a selection of poetry for possible publication
Business and Administration	Marketing / Promotion	Prepare/implement a business marketing plan
Business and Administration	Business Ownership	Start a small business which markets or produces a product or service. Create a business plan. Possibly an Expo /Trade Booth
Education and Training	Karate Skill Demonstration	Learn karate, do a demonstration of techniques and a report on the history and origins.
Education and Training	Sports Broadcasting	Announce at a sports event, coordinate broadcasting arrangements with the radio station.
Health Science	History of Diseases	Research changes in different types of diseases from the 1900's to present
Health Science	Tobacco (Substance Abuse)	Conduct a school awareness program that could include presentations, guest speakers, brochures, posters, etc.
Human Services	Teen Peer Pressure	Write, direct, and perform a plan that relates to your topic area
Technology	Programming	Create a record-keeping program for a business
Law and Public Safety	Community Safety	Survey/analyze the community for safety issues. Prepare a written analysis to present to the city commission. Select one issue, such as vacant buildings, as the focus of your project.
Scientific Research/Engineering	Water Pollution	Examine and test water nearby, compile statistics, compare to reports from some time ago
Transportation	Car Restoration	Restore an antique car
Employment	Job Certification	Select an occupational area and attain certification – child care, computers, nurses aide, etc.

(Adapted from South Dakota Department of Education)

Brainstorming Sheet for Students:

Contemplate all the areas of interest in your life. Where do you see yourself in ten years?
Where do you see your project in relationship to one or any of the ideas listed below?

1. Social studies (historical study, cultural study)
2. Space (exploration, extraterrestrial theory)
3. Specialized hobbies or collections (coins, cars, dolls)
4. Philosophy (comparative studies, certain theorists or leaders)
5. Art (producing the school's art show, painting, designing a stained glass window)
6. Education (working with elementary students, working with a high school teacher on a topic, working with the county to fight illiteracy)
7. Technology (wood, metal, cars, computers, graphics, electronics)
8. Family and consumer sciences (designing and sewing costumes for a play, musical, or homecoming; catering a special event)
9. Writing and/or literature (writing and illustrating a children's book in English or a foreign language, compiling a poetry book)
10. Math and Science (exploring certain math theories, starting a tutoring program after school, pursuing an ozone study or starting a recycling program)
11. Photography/film (making a movie, taping and editing school events, showing photographs)
12. Social Concerns (homelessness in Denver or the Front Range, aging, youth violence)
13. Career path (journalist, doctors, physical therapists, researchers)
14. Volunteer/community service extension (volunteer project at a local hospital)
15. Travel (languages, working during a break in a foreign land)
16. Health and fitness (physical program for youth, teaching/ coaching others)
17. Performing arts (music, dance, drama)
18. Business (trends, stocks, computers)
19. Sports-related project (teaching children a new sport skill, volunteering)
20. Certification in an area (like CPR and help host a health fair)

School Service Projects

- Write a computer program for the school or an instructor
- Design and publish brochures about school programs
- Work with elementary classes to reinforce wellness, interpret poetry, etc.
- Develop and implement an intramural program
- Organize and execute a school clean up
- Design and create a piece of art for public display / Plan a school-wide art show
- Plan and organize a major-school wide event
- Work with a sports team and collect and produce video clips of the season's best, funniest, most exciting plays and moments, etc.

Community Improvement/ Involvement Projects

- Coordinate a service project for a nonprofit organization
- Perform a service project for the elderly
- Perform a service for a senior citizen community
- Volunteer on a regular basis at a homeless shelter, local hospital or nursing home
- Plan, organize, and execute environmental improvement project
- Build or renovate a house as a service project
- Design and build a fitness trail
- Organize a community festival (i.e., arts, music, foods, multicultural heritage, etc.)
- Plan and supervise an elementary school bicycle safety program
- Work with and for a political candidate during a primary or general election campaign

Fine Arts and Creative Projects

- Compose and perform a piece of music for a senior citizen home
- Organize a student concert or art show
- Edit and produce a magazine or newspaper for a school/community organization
- Write and publish a short story or book of poems
- Direct a school play or dramatic performance
- Design and paint a mural for display somewhere in the community
- Plan and conduct a showing of your personal artwork or writings
- Write and illustrate a children's book in English or a foreign language
- Make a video for public service announcements

Entrepreneur Projects

- Set up a small business, keeping financial records and managing time and materials
- Create a company and then develop and produce a product that helps someone or a group
- Organize a fundraising activity for a nonprofit cause

Practical Arts Projects

- Build a piece of furniture and donate it to a charity auction
- Design and create an original clothing design for a production such as musical or play
- Demonstrate carpentry skills by remodeling or enhancing an area in the community
- Design and redecorate a room for a women's shelter
- Create and paint a design for someone's home/workplace/community center
- Create an appropriate animated movie for a class/elementary school.
- Write, direct, and perform a children's theater production
- Create an elementary drama production
- Design puppets and produce a puppet show for younger kids
- Develop public relations or marketing materials for a theater

Other Suggestions

- Help train others for a marathon or related sporting event
- Work with a veterinary hospital staff member
- Research how the brain, skeletal, or other system in the body works and produce a video or visual for display for a science/ health teacher
- Work with children with disabilities (i.e., design sports activities for them)
- Organize a forensics tournament
- Complete a community improvement project (park or playground)
- Organize a spring extravaganza for a senior citizens center
- Teach younger kids a sport
- Design a cultural display case for a local business
- Establish a correspondence program with a school in a foreign country or local school with guidance from a teacher
- Complete a foreign foods program
- Organize a foreign language tutoring time for the language of your choice
- Develop audiotapes of novels and short stories for teachers
- Establish an environmental monitoring project
- Complete a Students Against Destructive Decisions (SADD) project
- Produce a highlight film for any sports team, musical, or related event.
- Establish a homework help system

Note To Students Who Want The Easy Way Out:

Some students think that it is a cinch to choose what they think is an easy project. They think to themselves, "I'll just choose something that won't take much time or effort, just to get it done. I'll take my EM and see you later." Without exception, the students who have done this found several things to be true:

- 1) Easy wasn't true because there wasn't much to the project in the first place.
- 2) There was no challenge or risk; therefore, the whole experience was unsatisfying.
- 3) They did not feel proud of their accomplishment because there was none.
- 4) They wasted their time.

Senior Project Requirements

- I. Required Documents:
 - Sign of Commitment: Parental / Student Acknowledgement
 - Project Proposals (5 Proposals Minimum)
 - Letter of Intent
 - Project Timeline
 - Progress Status Reports with Advisor/Teacher

- II. Mentor Information:
 - Mentor Acknowledgement Form
 - Mentor Bio w/ Photo(s)
 - Student / Mentor Time Logs (20 Hrs. Min)
 - Mentor Thank You Letter
 - Mentor Evaluation of Student

- III. Journals:
 - Bi - Weekly Journals

- IV. The "Project":
 - Project Description & Overview
 - Illustrate Student's Learning Stretch!
 - Documented Evidence of Student Learning
 - ❖ Physical Product, Photos, Videos, Essays, Communications etc.
 - Research Component

- V. Reflections:
 - 21st Century Skills Reflection

- VI. Portfolio:
 - Showcase for your project and required documents

** See Portfolio Rubric for Grading Purposes **

I. Required Documents

1. Sign of Commitment: Parental / Student Acknowledgement
2. Project Proposals (5 Proposals)
3. Letter of Intent
4. Project Timeline
5. Progress Meeting Reports with Advisor/Teacher
 - Mid-Year Evaluation (Exam)

Sign of Commitment: Acknowledgement

provide enormous benefits for future. Successful completion valuable tool in determining content they have learned as well as providing them the practice critical 21st Century their future endeavors.

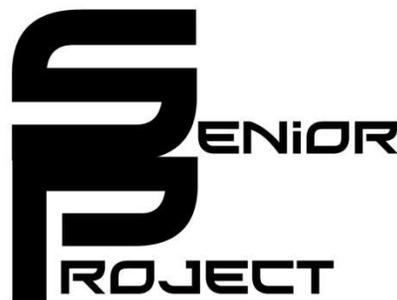
guardian at Metropolitan

Parent/Student

The Senior Project will your child now and in the of the Senior Project is a their mastery of the over the past twelve years, opportunity to learn and skills that they will need for

As student / parent or

Business Academy



- I am aware that my son/daughter is required to successfully complete a Senior Project. The student is ultimately responsible for the success of the senior project.
- I fully understand that this project selection decision is made independently of the staff and administration of the high school, but is subject to approval.
- I understand that if the Senior Project is a product, it must be physically present at school as part of the Capstone Board presentation.
- If the Senior Project is a service or activity, it must be documented by photos and/or video. This project selection and approval is student and parent-centered. I therefore assume all responsibility for any risks and costs that might be inherent in the project chosen.

- We recommend that the parent/guardian accompany their son/daughter to meet the mentor in person before their child begins their fieldwork experience. Select and work with a mentor who helps to guide the student through the process. He/she must work closely with his/her mentor. Mentors may be identified from within or outside the school community to provide expertise and support.
- I know that if my son/daughter decides not to use original work on any component of his/her research, fieldwork, product, or portfolio; he/she will have to complete and submit an entirely new project.
- Adhere to a timeline for the major activities in the project, including scheduled meetings with the project advisor/teacher.
- Maintain journal logs throughout the senior project process.
- Maintain an electronic portfolio of the required capstone components.
- Prepare a final presentation to the Senior Project judging committee.
- That successful completion of the Experience is required for graduation.

Parent/Guardian Signature: _____ **Date:** _____

Parent/Guardian Email: _____

Student Signature: _____ **Date:** _____

Project Proposals Form:

Name:

Date:

Period:

Proposal Number: /5

1. What is the main idea or concept of this project or service?

Senior Project Proposals: Rubric

Criteria: Individual Proposals		Exemplary	Competent	Emerging	Novice	No Evidence
Q 1	Main idea of product / service described clearly & accurately.	4	3	2	1	0
Q 2	The proposal clearly explains the student's learning stretch; that is, the student specifies his/her baseline knowledge/skills about the project and what new knowledge/skills he/she plans to gain.	4	3	2	1	0
Q 3	The proposal identifies possible mentor(s) and includes sufficient information about the role of the mentor and the mentor's expertise to show the mentor has appropriate skills/knowledge to provide guidance for the project.	4	3	2	1	0
Q 4	Proposal Identifies specific resources needed to complete the Senior Project.	4	3	2	1	0
Mastery Level						

Criteria: Overall Proposal						
F 1	Format; Typed, 1.5 Spacing, Times New Roman,, 12pt, standard margins, 1 page per proposal, minimum of one paragraph per question (six complete sentences), numbered proposal, must indicate the question being answered.	4	3	2	1	0
F 2	Written in professional letter manner; is well organized, free of spelling, grammar and punctuation errors.	4	3	2	1	0
Mastery Level						
Total Mastery level						

Letter of Intent

Before you begin work on your Project, you must propose the idea you have for your project and receive approval for it. Letters must be typed in 12 point Times New Roman font, single-spaced. Follow "Block Letter Style Format".

Section One:

- What is your Senior Project topic?
- What is your Central Question?
- Why did you choose this topic/area of study?
- Explain what it is that you want to know (or uncover) about your topic.
- What previous knowledge or experience do you have in this topic/area?
- What are the focus areas of your research?

Section Two:

- How does this project represent a "learning stretch" for you as an individual?
- What will you do to learn more and/or develop your skills/experience in this area of study?

Section Three:

- Identify possible individuals who might serve as your mentor. Discuss who they are and why they would be a good counterpart for your project.

Section Four:

- Describe your project in as much detail as possible, discussing your plans for the project and the involvement of your mentor.
- What is your ultimate objective, goal and what you want to accomplish?
- Discuss the challenges or obstacles you may encounter while completing your project.

**** Instructors reserve the right to refuse any project proposals.***

The student has the right to appeal the decision, justifying their reasoning to an appeals board.*

Project Timeline / Strategy Outline:

You are responsible for creating a Senior Project Timeline/Strategy Outline. This will include important dates, goals and milestones that you want to accomplish during your project. It is essentially your roadmap of what you want to accomplish during the project. Your timeline will be discussed with your mentor prior to submitting to your instructor.

It is crucial to pay close attention to your timeline and make necessary adjustments when necessary. Make note of any changes in your journal to use in your reflections later.

Your teacher will hold a seminar class on critical elements required, strategies and showcase exemplars when creating a timeline.

Your timeline should look professional but can take on many forms. Be creative!

Progress Meeting With Advisor/Teacher:

You will be required to meet with your teacher/advisor a minimum of four times throughout your project.

- (1) There will be an initial meeting with your teacher to establish the focus and goal of your project.
- (2) There will be two additional meetings during the process of your project in which you will be required to schedule / setup with your teacher. The teacher will not remind you of these responsibilities.
- (3) There will be a midyear presentation to your teacher/class; you will be required to give a short presentation on your progress. (This does not count as a scheduled meeting)
- (4) You must schedule a final meeting with your teacher, prior to your final presentation.

As the leader of your project, you are required to initiate and setup the meetings with you teacher. It is your responsibility to stay on top of your project and meet required deadlines.

The form below will be completed by you and signed off by your teacher/advisor then posted to your e-portfolio.

PROJECT STATUS REPORT FORM

Student Name:

Title of Project:

Date:

Meeting: Initial 2nd 3rd Final

Project Concept:

Actions Since Last Update: *Please provide a brief description of the activity undertaken. Working Items*

Deliverables Since Last Update: *Please list the outputs delivered by this project. Completed Tasks*

Milestones Reached Over Lifetime of Project: *Please list the major milestones attained with timing (month/year).*

Expected Project End Date:

On Target: Yes No

Other Information / Notes:

Midterm Senior Project / Presentation Guide

I. PRESENTATION CONTENT:

Introduction

- Do something besides introduce yourself! Start with an attention-getter (anecdote, quote, startling fact, song, poem, trick, demonstration, etc.).

Project

- Explain your project, who will be your *mentor*, who else helped you.
- Explain learning stretch.
- Student explains career link and/or how skills will be used in the future.

Research

- Explain what you are setting out to research.

Timeline

- Walk through the project process step-by-step. Be detailed! Be specific!
- Describe what you have done thus far for your project.

Successes / Problems

- What was the high point of the project thus far? Explain. (Don't use this as a time to complain or make excuses, though!)

Conclusion

- Offer a final insight and leave the audience with something to remember!

II. PRESENTATION

Delivery, Tone & Appearance:

- Student should seem confident and prepared.
- Student speaks and dresses appropriately (Neat and professional).

Body Language

- Student makes eye contact, maintains body composure (pose, gestures, posture), and uses appropriate speaking voice (volume, pacing, inflection, enthusiasm).

Time:

- Your presentation should be a minimum of 5 minutes in length.

Midterm Senior Project Presentation Rubric

Required Elements	Exemplary	CO-EX	Competent	Emerging	Novice	No Evidence
Introduction & Conclusion	5	4	3	2	1	0
Content	5	4	3	2	1	0
Presentation	5	4	3	2	1	0
Appearance	5	4	3	2	1	0
Time Frame	5	4	3	2	1	0
Total						

Comments/Feedback:

II. Mentor Information

1. Finding A Mentor & Their Role
2. Mentor Bio w/ Photo(s)
3. Mentor Acknowledgement Form
4. Student / Mentor Time Logs (20 Hrs. Min)
5. Mentor Thank You Letter
6. Mentor Evaluation of Student

Finding a Mentor

You will work with a mentor to complete your independent Senior Project that demonstrates your command of the core 21st Century skills in a real-world context. A mentor is a member of the community who has professional expertise or considerable experience and knowledge in the field of study you have selected. It is your job to secure your own mentor. Approach potential community mentors personally and don't get discouraged if it takes you a while to find a mentor.

Maintain contact with your mentor! Once you've found a mentor, establish a schedule with him or her that is convenient for both of you. Keep the lines of communication open with your mentor. Schedules change, life happens, and accidents occur, stay on top of the situation.

In addition to this requirement, your mentor must:

- Be at least **21** years of age.
- **Not be a family member or relative.**
- Meet with you and discuss the possibilities for 'hands on' experience in your area.
- Provide practical advice and guidance through the project/product phase.
- Possibly provide input into the student's research.
- MBA staff members may be approached as potential mentors.

Mentor's Role

Before you begin, you will develop a plan for your fieldwork. Next, you will discuss it with your mentor and fine-tune your plan so that your project is both challenging and achievable. Your mentor will oversee your project; guiding, advising, and encouraging you throughout. It is your responsibility to stay in contact with your mentor before and during the fieldwork process. Ultimately, this is your project, and the mentor is there to assist you along the way. For your Senior Project, you are required to complete a minimum of **20 hours** of work with your mentor.

As you work with you mentor on your project, keep track of the hours, dates, and individual tasks you complete using your Time Log Sheet. When your project is complete, your mentor must sign your time log to verify your hours. Your mentor must also write and sign an evaluation form describing his/her overall impression of your involvement in fieldwork. It is recommended that you send a follow-up thank you letter to your mentor upon completion.

Mentor's Bio

Your Senior Project E-Portfolio must contain a biography & photo(s) about your mentor. The mentor's E-Portfolio page should consist of (but not limited to) the following items:

- Mentors Name, Job Title
- Company, Field/Industry
- Mentor Photograph/Image
- Mentor's Background History
- Reason for Choosing Mentor
- Mentor's Role in your Senior Project

Mentor Information/Policy Form

STUDENT INFORMATION	
Student Name	
MENTOR INFORMATION	
Name:	
Occupation:	
Business / Organization:	
Background in Connection to Project:	
Street Address:	
City/State/Zip Code:	
Phone:	
Email Address:	

I have agreed to serve as mentor for the senior named above and hereby state that the information provided is correct. I am at least 21 years of age and I am not related to this student. I have reviewed and agree to the mentor responsibilities.

Mentor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Mentor Thank You Letter

Your mentor has spent many hours helping you through your product, so it is important that you express your appreciation. Take the time to write a thank-you letter. A copy of the thank-you note should be included in your portfolio.

Here are some guidelines to follow:

1. Start your thank-you with Dear _____,
2. Be sure to mention what you are thanking your mentor for. A statement beginning with, "I want to thank you for (be specific) . . ."Express your thanks simply and directly.
3. Next, include a line or two to say specifically what you appreciate about your mentor: a specific quality, feature, or action would be appropriate. Just be sure that you are honest in your comments.
4. Recount a memorable experience you shared together: this can include a time when you were successful or unsuccessful. You can say something like, "I will never forget the time when I tightened the string on the guitar too tight and it broke..."
5. Finally, you should end the note with a general statement such as "My Senior Project would not have turned out so well without your help," or "You have really opened my eyes to how helpful an adult can be," or "I hope that you will continue to mentor young people because you have so much to offer."
6. Some further thoughts:
 - Be sure to close the note with a word or phrase such as "Sincerely," or "With gratitude," and then sign your name.
 - Whatever you do, never belittle your mentor's help in any way!
 - Make sure your mentor's last impression of you and Metropolitan Business Academy is a good one.

MENTOR EVALUATION FOR SENIOR PROJECT

The mentor evaluation is a very important part of the Senior Project experience. Your honest appraisal of the student, including specific information, will be helpful.

Mentors Name:

Student's Name:

Questions		
Did your mentee consult with you about project topic, timeline and practical experience plans?	• Yes	• No
Did your mentee have you read, evaluate, offer opinions and reflect on his/her research?	• Yes	• No
Did your mentee have you evaluate the portfolio/presentation before submission?	• Yes	• No
Did the student complete the project?	• Yes	• No

Please rate your mentee on the following criteria. Your feedback is truly appreciated and valuable to the student's growth!	Exemplary	Competent	Emerging	Novice	No Evidence
Level of Interest					
Level of Commitment / Motivation					
Dependability / Reliability / Accountability					
Communication / Collaboration Skills					
Creativity and Innovation					
Problem Solving / Critical Thinking					
Assessing and Analyzing Information					
Attitude Toward Constructive Criticism					
Willing to Ask Questions					
Accuracy of Work Accomplished					
Work Habits					
Courtesy / Respect					
Personal Appearance					
Overall Assessment					

I recommend this student:

- Enthusiastically
- Confidently
- With Reservation
- Do Not Recommend

In what ways do you feel your mentee has grown as a young adult throughout this process?
Address strengths and/or describe any challenges throughout the project?
(Attach additional page or back of form)

Mentor's Signature: _____ Date: _____

III. Journals

1. Bi - Weekly Journals



Journal Entry

The Senior Project is an exciting and dynamic assignment that calls upon you to use the skills you have acquired in a real world project of your choice. In order to help you stay on task, be accountable for your scheduled timeline, and effectively reflect on your experiences, you will keep a Journal of Progress during the time you work on the project.

The Journal of Progress will be a quick and efficient way to show your instructor and mentor exactly where you are in the process, and moreover, will serve as an invaluable resource when you write your final reflection at the end of the year. This is where the student documents work done towards the Senior Project. Process is important. The student should document each and every step of the way with dates, time spent and other specifics. No incident or activity is too small. Even errors or dead ends are worth noting.

Journals can be written, audio, video, pictorial, blogs or any other combination of mixed-media then posted to your E – Portfolio. This is a crucial piece of the project. Students may take pictures, create spreadsheets, and make notations, comment, evaluate, describe, videotape, draw, illustrate, quote others, etc.

Journal Format:

Each journal entry should be **dated & titled** based upon the part of the process in which you are currently working. Each journal post should be different. Try to avoid responding to the same journal prompt each week. It will only assist you in your final analysis at the end of the year.

Weekly Entry Options: (Students Are Not Limited to These)

- What you plan to accomplish by the end of the week.
- Goals & objectives for the week.
- Your needs, including time, space, materials, and personal contacts.
- Any obstacles you anticipate.
- A summary of your progress for that week.
- An explanation of what core skills you employed during your work.
- Accomplishments, setbacks and questions.

YOU MUST POST YOUR JOURNALS TO YOUR PORTFOLIO AND EMAIL THE INSTRUCTOR (ON TIME) TO RECEIVE CREDIT FOR THE POSTING! LATE JOURNALS WILL NOT BE ACCEPTED FOR CREDIT!

Journal Example

Sam Student
Senior Project
November 19, 2016
Trimester One

Journal #1

Today turned out to be a really terrific day to work on my project. When I originally said that I would be renovating my dad's garage, outside and inside, I basically forgot that the weather would soon be less than fantastic to get work done on the outside. It's been raining a lot, and the wind is getting much cooler, so I've really had to step up the outside work if I want to get this part done before the snow comes. However, at least for today, the sun was shining and it was back to work.

Today's section of my project consisted of painting the siding and then sealing cracks around the windows of the garage. Last night dad and I went to Lowe's and picked out the paint that he wanted me to use for painting the siding. I suggested hot pink, but for some reason he decided to go with blue, the same color as our house! No imagination, I swear! Anyway, we also picked up the stuff you use to seal the windows. Dad's been complaining that the garage gets drafty when he is out there working, so that should take care of that problem.

This morning I got up and prepared to paint. The garage isn't that big, so we only bought a couple cans of paint. Little did we know that I would be making a run for more later. I taped off things on the garage where I didn't want to get paint, spread some old sheets on the driveway (mom didn't want a speck of paint on our driveway), and got to work. Who knew painting could be so tiring! My arm was killing me after about 20 minutes, but I stuck it out and got two sides painted. I'm going to do the other two tomorrow, once I get feeling back in my arm!

Last but not least I was going to seal the two windows on the side I had just painted. It was then that I realized I probably should have done that first, especially since I am new to this and it didn't go well the first time. So, I did the windows on the other side that isn't painted yet, and then touched up the paint on the side where I damaged it a little from doing the windows. Overall I would say that I learned a lot today, especially about sealing windows! I'm looking forward to getting the rest of the outside done so I can do some really cool things inside! I can hardly wait, and I really hope that dad likes it!

IV. Research Component

2. The Research Analysis



Research Component

Each student has the power to choose his/her own meaningful topic that is a learning stretch and will ensure a positive experience. Selection of your topic takes much thought, time and consideration. The topic should be something you are interested in knowing more about; you cannot be an expert in this subject when starting the process. Your research must be a stretch beyond what you already know.

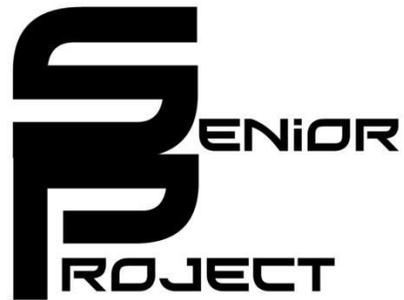
You may demonstrate your research knowledge in various ways. This can be done as part of a written paper, video / film or other. The main objective is for you to demonstrate what was learned from the research you conducted throughout this project / experience.

Work Cited Information (Mandatory)

- A minimum of five (5) different sources must be cited.
 - 1) Interviews: One of your sources may be an interview with a person who is an expert on your topic. Make sure they are qualified to represent the topic.
 - 2) At least one source must be from book, magazines, journals, or periodicals.
 - 3) At least one source should be from a reputable internet site.

V. The “Project”

1. Project Description & Overview
2. Documented Evidence of Student Learning
3. Physical Product, Photos, Videos, Essays, Communications etc.
4. Illustrate Student’s Learning Stretch!



The Project

Project Details

Provide a detailed description of your overall project and the goals/objectives.

Documented Evidence of Student Learning

Demonstrate & provide evidence of what you have accomplished during your project to reach your desired outcome.

Picture Gallery and/or Collection of Artifacts

The picture gallery is an opportunity for you to showcase the time spent while working on the project. A collection of artifacts that relate to your product/performance and the things you have done should be gathered and included as verification. If you wish, you may include a combination photo gallery/collection of artifacts in your portfolio. Remember, the more you can present to your teacher and judges, the better your project looks.

Learning Stretch

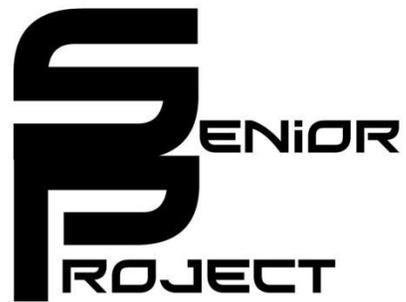
Explain how this project was a learning stretch for you. What was your baseline knowledge at the start of your project compared to what you learned upon completion? Provide specific evidence of what you learned.

The example below depicts how a woodworking project may take shape. One skill/objective builds upon another to elevate your skill set to create an exemplary final project

Skill / Objective 1	Examine & practice with wood working tools
Skill / Objective 2	Research & experiment with various types of woods
Skill / Objective3	Illustrate & design product plans (i.e. blueprints)
Skill / Objective 4	Practice by designing & creating a less significant project
Final Project 5	Begin final design & implementation of final project
Process	Create a how to video on creating a woodworking piece highlight each stage of the process you learned.

V. Reflections

1. 21st Century Skills Reflection



21st Century Skills Reflection / Part 1

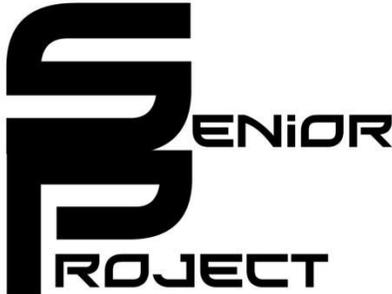
21 st Century Competency		As demonstrated by a student's ability to...
1	Problem Solving and Critical Thinking	<ul style="list-style-type: none"> • Reason effectively • Make insightful judgments and decisions • Solve problems
2	Accessing and Analyzing Information*	<ul style="list-style-type: none"> • Use research tools to access and evaluate information from multiple sources • Organize and synthesize information using multiple methods
3	Communication and Collaboration*	<ul style="list-style-type: none"> • Articulate ideas clearly and effectively to a variety of audiences using multiple modes • Communicate effectively and work productively with others
4	Creativity and Innovation	<ul style="list-style-type: none"> • Demonstrate originality and inventiveness in work
5	Initiative, Self-Direction and Accountability	<ul style="list-style-type: none"> • Set and meet high standards and goals for one's self and others • Manage time and resources to produce high quality results in a timely manner • Take responsibility for one's own learning
6	Citizenship and Responsibility	<ul style="list-style-type: none"> • Exercise empathy and respect for diverse cultures and perspectives • Contribute to and take responsibility for the larger community

After completing your Senior Project, you are required to reflect on how it relates to **each** of the 21st Century Skills. Please provide specific details on what you accomplished in accordance with each skill. For example, demonstrate how you used Problem Solving & Critical Thinking Skills in your project

GRADING SCALE	
Exemplary	Exceptional work, all criteria surpassed in a distinguished manner
Comp/Exp.	Tremendous work, minor additions or corrections to continue to work on in project.
Competent	Very good work, all criteria have been surpassed
Emerging	Average work, approaching expectations
Novice	Below average work, not meeting expectations
No Evidence	Failure to meet criteria & expectations

VI. Portfolio

1. Contents Overview
2. Grading Criteria

Senior Project Portfolio	E x e m p l a r y	C o m p e t e n t	E m e r g i n g	N o v i c e	N o E v i d e n c e
Home Page:					
▪ Student Bio w/Photo(s)					
▪ Senior Project Introduction / Welcome Letter					
Required Documents Page:					
▪ Sign of Commitment: Parental / Student Acknowledgement					
▪ Project Proposals (5 Min Proposals)					
▪ Letter of Intent					
▪ Project Timeline					
▪ Progress Status Reports with Advisor/Teacher (4)					
					
Mentor Page:					
▪ Mentor Acknowledgement Form					
▪ Mentor Bio w/ Photo(s)					
▪ Student / Mentor Time Logs (20 Hrs. Min)					
▪ Mentor Thank You Letter					
▪ Mentor Evaluation of Student					
Journals Page:					
▪ Bi - Weekly Journals					
“Project” Page:					
▪ Project Description & Overview					

▪ Documented Evidence of Student Learning (<i>Physical Product, Photos, Videos, Essays, Communications etc.</i>)					
▪ Illustrate Student's Learning Stretch					
▪ Research Component					
Reflections Page:					
▪ 21 st Century Skills Reflection					
Overall					

VII. The Presentation

1. Presentation Points
2. Things to Consider
3. Grading Breakdown / Rubric



PRESENTATION POINTS

Posture

- Stand up straight but not stiff.
- Point your feet toward the audience with your weight evenly distributed.
- Don't place your weight on one hip and then shift to the other.
- Shifting can distract the audience.

Movement

- Move to the side or front of the podium to get nearer the audience.
- When no podium is available, stay within 4-8 feet of the front row.
- Don't stay in one spot but don't pace either. An occasional step to either side, or even a half step towards the audience for emphasis, can enhance your presentation.
- Stay close, stay direct, and stay involved with your audience.

Shoulder Orientation

- Keep your shoulders oriented toward the audience. This becomes critical when using visual aids.
- You will have to angle away from the audience sometimes, but it should not be more than 45 degrees.
- Don't speak unless you have eye contact with the audience.
- Don't talk to your visual aid.

Gestures

- Learn to gesture in front of an audience exactly as you would if you were having an animated conversation with a friend-nothing more, nothing less.
- Using natural gestures will not distract from a presentation; however, doing one of the following certainly will; so avoid:

1. Keeping your hands in your pocket
2. Keeping your hands handcuffed behind your back
3. Keeping your arms crossed or flapping
4. Wringing your hands nervously

Eye Contact

- The rule of thumb for eye contact is 1-3 seconds per person. Try not to let your eyes dart around the room.
- Try to focus on one person, not long enough to make that individual feel uncomfortable, but long enough to pull him or her into your presentation. Then move on to another person.
- Good eye contact helps establish and build rapport. It involves the audience and reduces the speaker's feeling of isolation.

Voice

- Learn to listen to yourself; stay aware not only of what you are saying but also how you are saying it. A suggestion would be to videotape your presentation and critique it.
- Monotone: Anxiety usually causes monotone voices. The muscles in the chest and throat tighten up and become less flexible, and airflow is restricted. The voice then loses its natural animation and monotone results. You must relax and release tension. Upper and lower body movement is vital.
- Talking too fast: When you become anxious, the rate of speech usually increases. Articulation is what is important. Sometimes when you talk too fast you trip over words. Breathe and slow down. Listen for the last word of a sentence, and then proceed to your next sentence. Pausing can be very effective in a presentation. This allows important points to sink in. Sometimes the audience needs a period of silence to digest what you are saying.
- Volume: Practice will solve most problems in volume. Have a person who will give you a straight answer listen to your presentation from the back of the room. Ask that person if you can be heard, if you trail off the end of a sentence, if lack of volume makes you sound insecure, or if you are speaking too loudly.

Excerpts From:

Mandel, Steve. Effective Presentation Skills: A Practical Guide for Better Speaking. Menlo Park, CA: Crisp Publications, Inc., 1993.

Senior Project Presentation

The presentation is the final step in your Senior Project. Students will prepare an 8-10 minute presentation (not including 2-3 minutes for question & answer) to a Capstone panel consisting of teachers, peers, staff, community members and administration. All students should be rehearsed and professional in their manner, dress and appearance. Mentors are encouraged to attend the presentation as well.

Some Things to Consider:

- How & why did I choose my project?
- What did I do for my Research and Fieldwork?
- What insights did I gain from doing the project?
- What is the “link” to the real world?
- What was my Learning Stretch?
- What kind of problems did I encounter? How did I solve them?
- What did I learn?
- How did it change my life or future goals?
- Display & Discuss Project In Detail
- Documented Evidence of Learning is Critical
- Use of Technology & Visual Aids

Rubric Breakdown

Mastery	Competent / Exemplary	Competent	Emerging	Novice	No
4	3.5	3	2	1	

Final Presentation Rubric

Required Elements	Mastery	Competent	Emerging	No
Introduction & Conclusion: Opening captivates the audience with interest and/or intrigue. Presentation begins with a clear focus/thesis. Highlights key ideas and concludes with a strong final statement.	10	8	6	
Communication Aids: Students use multiple modes of communications: Visuals, video, PowerPoint, etc. are error free, clear, useful, creative and effective. Portfolio is complete and on time.	10	8	6	

Presentation Content / Organization: Student presents clear information in a logical, organized, interesting sequence. Good planning and preparation are evident, demonstrating excellent knowledge of the topic. Explanations and reasons are given for conclusions drawn.	10	8	6	
Appearance: Dressed Professionally! At minim (emerging) student should be in business casual / dress code.	10	8	6	
Delivery / Demeanor Student maintains eye contact and projects voice. Posture and gestures complement presentation. Student displays relaxed, self-confident nature about self, with no mistakes.	10	8	6	
Challenge Component / Learning Stretch: The project offered the student a high level of challenge. The student's time and effort are clearly evident in the portfolio, the product, and the presentation.	10	8	6	
Documented Project Evidence / Knowledge: Student demonstrates full knowledge of project by answering all questions w/ explanations & elaboration; expanding upon previous statements. Cites additional examples to answer questions. Physical & documented evidence is presented highlighting students growth from onset to completion.	20	16	12	
Time Frame : 8-10 Minutes in Length	10	8	6	
Overall: Overall impression of presentation and students project.	10	8	6	
Total				