Big Sky High School
Senior Project
2019/2020

"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence." -Abigail Adams

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Why We do Senior Projects

        Big Sky wants its students to leave here prepared to determine what they want from their lives; whether that is a career, skill, or experience, and feel confident that they have the ability to achieve their goals. Students need to be able to foster connections and create professional relationships outside the classroom. In order to do this, students need practice and guidance in creating plans, managing roadblocks, setbacks and deadlines. Senior Projects is an opportunity for students to experience managing responsibilities and priorities predominantly on their own. We want our students to feel that when they are confronted with stress and uncertainty after high school, Big Sky has given them the tools to move forward.

Big Sky Mission Statement:

To inspire and educate students to be curious, critical thinkers who strengthen our communities.

The Learning Targets of Senior Project are:

- ❑ I can choose a project that excites me and shows a learning stretch, which is the process of gathering new information or skills above and beyond what I already know.

- ❑ I can approach an adult I may or may not know and maintain professional communication in person, on the phone, and through email while completing my Senior Project. Specifically with my advisor and my mentor.

- ❑ I can create a realistic time table, and think ahead in order to complete all components of my senior project.

- ❑ I can complete a lengthy project that is outside of my regular coursework, has multiple stages and requirements, and either furthers my own post secondary goals or gives back to my community.

- ❑ I can complete post-secondary worthy pieces of writing, revise and edit to hone good communication skills.

- ❑ I can learn to organize, plan and complete necessary steps (forms, paperwork, etc.) to meet my goals and keep all necessary documentation in a professional portfolio.

- ❑ I can ask for help from my advisor, mentor, teachers, or Senior Project Coordinators in a timely manner when I have a problem or hit a roadblock and not just quit.

- ❑ I can present my project in a confident, clear and engaging presentation to an audience.

Components of the Senior Project

Paper

- English classes work on three separate types of academic papers as part of senior curriculum.
- Students will produce post-secondary worthy pieces of writing that involve editing, feedback and revision.
- Students will choose what they believe is their best piece to be submitted to the grading committee as their portfolio paper.
- The grading committee, will give this revised paper a new score, which will be an additional score in English.
- **DUE: April 3rd**

Activity Field Experience

- The process of creating, organizing and completing your project.
- Completed on your own time
- During this component you will work closely with your Mentor.
- **DUE: By May 15th**

PLAN COMPLETE EVALUATE REFLECT

Portfolio

- A physical record of all your work
- KEEP EVERYTHING (receipts, pictures of progress or events, forms, timelines, communication, etc.)
- A requirement for your presentation.
- **DUE: May 1st**

Presentation

- Culmination of your writing, Activity, student work, and Portfolio.
- 20 minutes, followed by Q&A to community and staff panel members
- Presentation is visual, and explains in depth the entire process of your project.
- **DUE: May 21st**

The Learner Profile and VIPs

Big Sky is an IB World School and committed to providing a well rounded education for our students. The **IB Leaner Profile** is a part of this process. The four components of the Senior Project meet the learner profile in several ways:

The Portfolio Paper asks that students are **inquirers** by determining topics that are of interest to them, and use written **communication** to grow as **thinkers** critically and creatively.

The Activity Field Experience asks that students be **open-minded** to new possibilities and avenues, **balance** their work loads and schedules and interact with the community through professional, **principled communication.** Learning to work with others, and be active members in the community also expands students understanding of what it means to be a **caring** member of a community, and encourages them to be **risk-takers** by trying something new, going outside of their comfort zone and engaging with people they do not know.

The Portfolio asks that students be **reflective** of a long and involved process so they can evaluate their strengths moving forward. It asks students to be organized and provide physical evidence of their best attributes as a student; something they can use after graduation in their future endeavors.

The Presentation asks that students - who through this process have become **risk-takers** and **knowledgable** about their chosen topic – present to the public. This final piece also ties in **communication, reflection**, and a chance to share the students' **inquiry** process with others.

VIPs –

Senior Project Advisor – In terms of keeping yourself and your paperwork on track the advisor fulfills a crucial role. **The advisor must be a BSHS staff member**. They will:

    *Read your Proposal and **approve** your project.
    *Fill out Semester 1 Timeline and Advisor Check-In and keep you on track with your paperwork.
    *Grade your Portfolio and Reflection Paper

Mentor - Your mentor is neither a Big Sky staff member nor a relative, but is someone outside the school who has expertise in the field of your project topic. When choosing a mentor try to find someone you can easily get in contact with, and who will be able to verify your work at the end of the project. **The Mentor may not be a family member. The goal of a mentor is learning to seek out and create professional partnerships in your community.**

Senior Project Coordinating Team – The Senior Project coordinators work with the seniors, the advisors, the BSHS staff members, the parents, the community, and the administration to guide each senior toward a successful Senior Project. The coordinators are also responsible for organizing and scheduling the presentations. They will collect all forms. They are: Meleina Helmer, Abby Green and Melissa Lapka. They are friendly and know everything – so ask them if you need help 😊

English Teacher – Senior English teachers guide you through the writing process. Strong communication is a crucial aspect of post high school success, and the various papers you will write aim to provide varied ways to practice multiple communication styles. You will write three specific papers with multiple drafts throughout the year. You will pick what you feel is the best of those three to submit to the grading committee as your Portfolio Paper. This paper must score a passing grade, and will receive a separate grade in your English class. **In order to pass second semester of Senior English (which is a graduation requirement), you must pass the Senior Paper.**

Government Teacher – Government teachers review Senior Project presentation requirements and guide you through the preparation for your presentation. **Your presentation score will be included in your government grade. You must pass your presentation in order to pass second semester government and walk in graduation.**

NOTE:

No matter who you are, or what you do once you graduate from Big Sky – you will need to be able to communicate what you need to other people.

USE THIS OPPORTUNITY TO GET GOOD AT THIS IN A PLACE WHERE PEOPLE CARE ABOUT YOU!

There are a lot of people on this list you can go to for help – make sure you use them as a resource.

Frequently Asked Questions

Q: **Is the Senior Project required for graduation from Big Sky?**

A: Yes ☺

Q: **Can I start my project during the summer of my Junior year?**

A: Yes – however there are minimum hour requirements during your Senior year that you must meet. You must fill out a form and get your project approved by the Senior Project Committee before you can continue. You must also complete the Paper, Portfolio, and Presentation during your Senior year.

Q: **How will the Senior Project be evaluated?**

A: Your Portfolio Paper grade will be attached to Sem. 2 of Senior English
         You must have a passing Portfolio in order to be scheduled for Presentation Day.
         Your Presentation grade will be attached to Sem. 2 of Government.
         You must pass your Presentation (and all prior components) to graduate.

Q: **What if I am a student with special circumstances?**

A: Special circumstances and modifications will be handled as follows:
   a. *Students with an IEP or 504*: If you are a student who has an IEP/504, you are required to complete the Senior Project. Accommodations needed to complete the Senior Project will be addressed through your IEP/504 process.
   b. *Transfer students*: If you are a transfer student to Big Sky before or during your senior year, you are required to complete a Senior Project. You will work with a Senior Project coordinator to plan and implement a Senior Project which can be successfully completed in the given time frame.
   c. *Extenuating circumstances*: If unusual circumstances should arise, they will be dealt with on a case-by-case basis by the Senior Project Review Committee.
   d. *Early graduates:* If you are planning to graduate early, you are required to complete a Senior Project. You should also meet with the Senior Project Coordinator early in your senior year so that you can set up a plan to complete all components by early graduation in January.

Q: **Who pays for costs associated with my Senior Project?**

A: You do. This is one of the things you must consider when you're planning your project budget. For example, instead of building a house that you designed, you could draw the blue prints and/or build a model of the house. Try not to let cost restrict your ideas for your Senior Project. Instead, use your imagination and discover a way to do your ideal Senior Project with minimal expense. Discuss your project budget with your parents, advisor and mentor.

Q: **Can two or more students work together on a Senior Project?**

A: On the activity field experience, yes. However, prior to the start of the activity field experience the student team must clearly differentiate each student's responsibilities in each student's Letter of Intent/Proposal to the advisors. Additionally, each student must meet all the requirements of his or her individual Senior Project, write his/her own papers, prepare his/her own portfolio, and do his/her own presentation. If you plan to complete the activity component together with someone else, please plan carefully and work closely with your advisors to develop an acceptable Senior Project. **Both students must meet with a Senior Project Coordinator <u>prior</u> to beginning the activity component.**

Q: Can I use my APS science project /IB Diploma project/ BI project as a Senior Project?
A: Yes. Further information is found on the Planning and Three Pathways section of this handbook.

Q: Can I leave school to work on my project and/or meet with my mentor?
A: You can, providing you follow these rules:
✓ You may leave campus only if your parent or guardian communicates with the attendance office.
✓ Use your senior study hall time wisely: schedule meetings with your advisor and mentor, work on your research, get help on your activity component, your portfolio, and/or your presentation during this time.
✓ You may leave school to work on your Senior Project during lunch or study hall period. Have a parent make arrangements with the attendance office to do so.
✓ **You may not miss a class to work on your Senior Project. A mentor or advisor is not authorized to give you a pass to miss a class!**

Q: What happens if I do not pass my Portfolio Paper?
A: Your Portfolio Paper is a paper you have already written, and presumably already passed ☺ Therefore, when you choose to submit your best paper you will be able to make edits to present the best paper possible. If your paper comes back from the independent graders with an unsatisfactory score you will have time to make edits and work with your English teacher to get a satisfactory score. **You must have a passing score to pass second semester of Senior English.**

Q: Can I change my project?
A: Yes, you can change your project but you **MUST meet with your advisor and get approval.** You will need to fill out a **NEW Proposal Form** and keep all materials from both projects in your portfolio and explain in your presentation, the reasons for the change.

Q: What happens if my project is not completed, is derailed by forces outside my control, or does not go as planned?
A: That is okay! First thing to do is meet with your advisor and make a plan to get your project back on track, or make changes as needed. Don't give up! The goal is to get the experience and practice going through this process.

Senior Project Commandments:

1. SAVE EVERYTHING – every scrap of paper, napkin, picture, receipt, email etc. Anything that is even remotely connected to your project should be saved. That includes ALL drafts of your papers AND the final evaluation of your Portfolio Paper.

2. Update time logs frequently so you can keep track of your work. TAKE PICTURES OF YOUR PROCESS!!!!

3. Keep all of your work for your portfolio in ONE place so you don't lose any of it.

The Three Pathways!

Pathway 1 IB Diploma\APS\BI Students	Pathway 2 Job Shadows/Internships	Pathway 3 Skills and/or Products
Students in this pathway will complete the activity component through one of these classes or programs. They will complete a minimum of **20 hours** on their project, create a graded portfolio, and they will present on presentation day. **Note: Students MUST spend at minimum of 8 hours (out of a total 20) outside of the APS\BI\IB classes.** *All IB Diploma Candidates will have Scott Matthews as their Advisor.	Students in this pathway will choose one or more profession they are interested in exploring further. They will spend a minimum of **20 hours (divided however they choose) at a minimum of two places.** They will complete the graded portfolio and present on presentation day. **Note: students in this pathway MUST provide evidence of participating in the chosen profession(s) in some way for a minimum of <u>3 hours</u>. Students cannot be paid for their work.**	Students spend a **minimum of 30 hours** either producing a product or acquiring a new skill. **Note: Students must spend a minimum of 3 hours out of the 30 either job shadowing someone connected to their skill or product, or sharing their new knowledge with students or community members.**
This pathway is for students who are IB Diploma Candidates, APS students or Health Science Academy Students in a BI class. Students in these classes may also choose to do a project in another pathway if they wish.	This pathway can include getting certifications (EMT, phlebotomy, CDL license, etc) working in an office, on job sites, etc. Students are responsible for meeting any and all standards set forth by the employer. Keep in mind safety and privacy restrictions when choosing professions to job shadow. Students may also choose to job shadow several careers they are interested in, or keep their focus on one area.	This pathway includes skills (learning an instrument, dance, etc.) products (skis, canoes, etc.) or events (fundraisers, concerts, etc.)

Pathway Requirements in Brief

Pathway 1 – IB\APS\BI
- 20 hours minimum
- A minimum 8 hours (out of the total time) performed outside of classes.
- Scott Matthews is the advisor of IB Diploma Candidates

Pathway 2 – Job Shadow/Internship
- 20 hours minimum – MUST be divided between two locations (the division of hours does not have to be equal)
- A minimum of 3 hours (out of the total time) must be spent doing hands-on, participatory work (filing, performing tasks or procedures, etc.)
- Students cannot be paid for their time or work.

Pathway 3 – Skill and/or Product
- 30 hours minimum
- 3 hours minimum (out of the total time spent) must be either job shadowing a profession in your area of study, or presenting/teaching your knowledge/skill to others (underclassmen, other students, community members, etc.)

Due Dates and Timeline

DUE: SEPTEMBER 20th – 1ST ROUND OF FORMS

- Advisor Contract: **Signed and original turned in to Mrs. Helmer – Rm 42**

- Parent/Guardian form: kept in Portfolio

Any student who does not have an advisor by this date will BE ASSIGNED AN ADVISOR

DUE: NOVEMBER 26TH - 2ND ROUND OF FORMS

- Proposal: **The signed proposal is turned in to Mrs. Helmer – Rm 42**

- Mentor Contract: **Turned in to Mrs. Helmer – Rm 42**

Any student who is missing paperwork after this date will be called in to meet with the Senior Project Coordinators

DUE: MARCH 2nd through the 6th – ADVISOR MEETING

Meet with Advisor – YOU MUST PROVE:
- That a ¼ of required hours have been completed
- Have ALL required forms WITH signatures (Advisor Contract, Parent/Guardian, Proposal Form, Mentor Contract) and a Portfolio

AT THIS POINT WE WILL JUST START HUNTING YOU DOWN MERCILESSLY IF YOU DO NOT HAVE YOUR STUFF IN ☺

DUE: APRIL 3rd – Portfolio Paper chosen and submitted to grading committee.

DUE: MAY 1ST -PORTFOLIO DUE

- **Portfolio AND Reflection Paper due to ADVISOR – you are NOT scheduled to present until you have a PASSING score.**

MAY 21ST – PRESENTATION DAY!!

Advisor Contract

I have agreed to serve as an advisor for _____ during his/her Senior Project.

<div align="center">(Print Student's Full Name)</div>

STUDENT CONTACT INFORMATION:

PHONE NUMBER: _____

EMAIL: _____

I understand that as a Senior Project advisor, I have the following requirements:

- **Approve the student's project after reviewing the Proposal**

- **With the student**, fill out the Timeline form for Semester 1

- Grade advisee's Reflection Paper and Portfolio – **submit the grade sheet to Meleina Helmer in rm 42**

- Establish a method of communication and check ins with student for help throughout the process.

- **Some other duties you are welcome and encouraged to consider:**

    - Reviewing their Portfolio Paper

    - Helping them practice presenting in the Spring

Advisor Printed Name _____

Advisor Signature _____ Date _____

I understand that as a Senior Project Advisee, I have the following requirements:

- Meet with my advisor frequently and have all necessary documents completed by due dates.

- Turn in required documents my advisor has signed to Mrs. Helmer in rm 42

- Communicate with my advisor when I encounter issues, problems or setbacks and make appointments to meet.

- Fill out Timelines **with** my advisor

Student Signature _____ Date _____

MAKE COPIES OF THIS FORM: 1 FOR ADVISOR, 1 FOR STUDENT – ORIGINAL TO MRS. HELMER RM 42

Parent/Guardian Consent Form

Complete this form after you have selected an advisor. Give them a copy and put the signed copy in your portfolio. (DUE September 20th)

- I am aware that "satisfactory" completion of the Senior Project, consisting of academic writing, activity component, portfolio, and presentation is required to pass senior English and Government classes at Big Sky High School.
- I have read and understand the Senior Project Handbook.
- I have discussed the Senior Project with my son/daughter and believe that he or she understands the requirements of the project.
- I have reviewed the Letter of Intent/Proposal form and know what my student plans to do for their project.
- I understand that there may be costs associated with this project and that the student is responsible for these costs. Note: If cost is a concern please speak with a Senior Project Coordinator.
- I approve of the topic my son/daughter has chosen for his/her Senior Project, including his/her research paper and activity field experience.
- I approve of my son/daughter working with a variety of people, both on campus and off campus, to complete the Senior Project requirements. These people include, but are not limited to, BSHS teachers and staff and a community mentor.
- I understand that my son/daughter may need to go off campus during the school day to work on this project. If he/she is under 18, I understand that I have to make arrangements with the attendance office. Note: Off-campus work during the school day for the Senior Project is not required and should be respected in lieu of the requirements for other school work.

Parent/Guardian Name (please print)_____

Signature:_____ Date_____ Telephone_____

Public Relations Release

I give my permission for a photograph or video of my son/ daughter/ ward/ self (circle all that apply) to be used in the media, including newsletters, newspapers, magazines, future handbooks, etc. His / her / my name may also be used. I also give permission for any or all parts of his/her project to be used for either teaching or public relations purposes.

Date_____ X_____
                                                  Signature of student

Date_____ X_____
                                                  Signature of parent/ guardian

Proposal Requirements

The Proposal is first step in moving forward with your chosen topic. It has two parts. BOTH MUST be completed, signed and turned in before you can continue with your project.

Part I: Letter of Intent: To introduce yourself to your advisor, and explain why you want to do this project, what gave you the idea, and what you hope to take away from this project. This is a broad overview, more about you and your ideas than the actual details of the project.

- **1 pg typed professional letter – signed by you.**

Part II: Form: Articulate what exactly you plan to do from start to finish of your project so that your advisor has clear idea of all aspects of your plan. This is where you get into the nitty gritty – and go step by step.

- **Form found in this packet – to by filled in completely.**

Requirements for Part I – Letter of Intent:

- It is a formal letter describing:

    a. Who you are (even if you know your advisor well), and what about you has led you to your project. Are you pursuing something you have dabbled in before? Are you a studious music student who wants to try something totally new by learning judo? Explain to your advisor why/how you have chosen your topic area, and how you decided on your project.

    b. What you hope to get out of the process: skills, experience, a finished product or certain dollar amount if you are doing a fundraiser, etc.

    c. Your understanding that this project is a reflection of you as a student and as a learner, and your commitment to completing all parts of the Senior Project to the best of your ability on time.

- Your letter should be formal (no slang, contractions, good grammar etc.), but should sound like you and be engaging and interesting to read.

- You do **NOT** have to know everything about your plan in your letter, but you should demonstrate enough of a plan that your advisor knows the major aspects of your project. Also, it is a letter of *intent* – so it is assumed that many things may change in the actual process.

- Be sure to include a final copy and any drafts (proof of writing progress) in your Portfolio.

Letter Of Intent Example

685 Plainview Lane
Missoula, MT 59801

Heading: writer's address plus the date followed by double space

August 31st, 2016

Meleina Helmer
3100 South Avenue West
Missoula, MT 59804

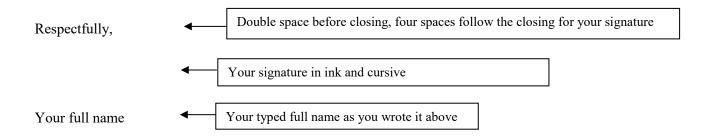| Advisor's full name and school address followed by double space |
| --- |

Dear Mrs. Helmer,

Salutation to Advisor followed by double space

Hello. My name is Autumn Schnell and I am excited to begin my Senior Project with you as my Advisor. I am one of those students who decide nearly every other day to change my plan for my future. I just cannot seem to find one thing I want to do, and the thought of having to choose right now, before I have even started my senior year quite frankly, gives me a headache. Therefore, I feel that I need to choose a project that I know will be interesting, and will likely be of use to me in my future – whatever I decide to do.

I would like to learn how to use several software programs for the purpose of Public Relations. Although I am pretty good on my phone, can type a paper on Word, and make a Prezi, I feel there are many other areas I can increase my skills to actually deliver a product that might in turn create business or raise awareness. Specifically, I would like to learn InDesign, Photoshop, and some basic web design (I have yet to choose a platform but I am investigating two or three that look promising) in order to advertise the schools sporting and artistic events. I will create flyers for each game/event which will necessitate working closely with several different groups of individuals, and a great deal of time management. I will also connect with the school Facebook page and twitter accounts to raise awareness not only with posters and ads, but also with social media. I plan to put my posters up around the school, and attempt to have them published in the local paper, and at several venues around town where students and families are likely to see them. I will also create a website specifically for events. My ultimate goal is to provide enough coverage that all events that take place at the school see an increase in attendance by students and community members. I also hope to solicit pictures, artwork, video, and sound bites from fellow students to include in my work. Hopefully, this endeavor will be successful and another student will be able to continue on after I leave.

In order for this project to be successful I will need to plan my time carefully, communicate effectively with all parties involved, and remain professional. I understand that this is my project, and although I will rely on others, it is up to me to complete this project to the best of my ability and with integrity. I am excited to begin this process, and I appreciate your support going forward.

Respectfully,

Double space before closing, four spaces follow the closing for your signature

Your signature in ink and cursive

Your full name

Your typed full name as you wrote it above

Guidelines for Planning Your Project

- As you do your activity field experience, you will be asked to "stretch" your learning: intellectually, physically and/or emotionally beyond what you already know or can do.
- You must display or demonstrate your activity field experience during your Senior Project presentation in May.
- You must complete at least 20 to 30 hours (depending on the Pathway you choose) of <u>documented</u> work for your activity field experience.
- Your activity field experience may consist of more than one part or event.
- The "Activity Field Experience Verification Form" can be completed by your mentor or the person you did most of your activity component hours with. It is best if this person is your mentor, but sometimes you will work with a different person and consult only with your mentor.
- Keep records of what you do. You will include them in your portfolio as evidence of completion of your activity component. You could use more than one of the following methods for recording what you accomplish.
    - Keep emails, notes from interviews, pamphlets, handbooks, etc.
    - Keep a journal
    - Write detailed notes on a calendar
    - Take pictures or video of your progress
    - Keep interview and research notes
    - Keep sales receipts
- Use calendars to set up a timeline; this helps with time management.
- Monitor your progress . . . don't fall behind. **Procrastination has a price!**
- Back up your files and disks; save all files to at least two different locations.
- A flash drive AND Google Docs AND your student drive work well for backing up files.
- Keep your mentor in the loop; his or her expertise and wisdom are based on real life experience and are valuable. Meet or call your mentor on a regular basis.
- Keep your Senior Project advisor in the loop. Meet with your advisor frequently and keep them updated.
- **ALWAYS Demonstrate <u>proof of progress!</u>**
- **There are many options for your activity field experience. You might choose to:**
    - **Make something**: for example, a painting, a model, an outfit, a computer program, a woodworking project, or an engine
    - **Perform something**: for example, a song, a dance, a documentary, or a fashion show
    - **Write something**: for example, a short story, a book of poetry, a short novel, newspaper articles, or a memoir
    - **Teach something**: for example, to children, to senior citizens, to a Little League team, or to your peers
    - **Explore a career**: for example, complete a job shadow and do something with the knowledge you gain such as teach a class or create a pamphlet or poster to be used by an organization
    - **Learn a new skill**: for example, take a class in photography, scuba diving, or watercolor painting.

Part II: Proposal Form
(DUE: Nov. 26th)

Student's name: _____

School ID#: _____   Advisor's Name: _____

English Teacher's Name: _____   Topic area of Project: _____

Please circle the Pathway you have chosen:

Pathway 1   Pathway 2   Pathway 3

1. **Describe in great detail exactly what you plan to do for your project – be specific, and include as many steps as possible.**

2. Who will be your mentor? Why – what are their credentials? If you do not have a mentor yet explain where you will go, or who you will reach out to for a mentor and why.

3. Explain what you hope to achieve with this project – what is the ultimate goal/ product/ result that you are hoping for? How will this project be useful for you, or helpful to your community? Be as specific as possible.

4. What materials, programs, spaces, tools, etc. do you anticipate having to use to complete your project, and where do you plan to get them? What are your projected costs for your project? Have you priced out the materials you will need? How will pay for your project if necessary?

5. Estimate how long your project will take you to complete. Please break down the process by steps, and estimate how long each portion will take to create a total number of hours.

6. What will your learning stretch be? What do you hope to learn or be able to do at the end of this process that you do not currently know?

Advisor Signature:_____
(signature indicates that the advisor has met with the student, read the Letter of Intent and Proposal Form, and believes that the student has a quality project and has agreed to let the project move forward)

Timeline for Semester 1 completed?   **Yes**   **No**

Senior Project Coordinator Signature:_____
(Both Signatures need to be obtained before the student's project is completely approved to move forward)

MAKE COPIES OF THIS FORM – ORIGINAL MUST BE TURNED IN TO MRS. HELMER – RM 42

Mentor Information

The Mentor's purpose is to help you with your project. They are a professional in their field so they are the first place to go for information, answers, connections, and general help. Not all projects are the same, so not all students will use their Mentors in the same way. Some students may rely on their mentor very little, or only at the start of their project, while other students may work closely with their mentor throughout the entire process.

Regardless, there are some things to keep in mind when looking for a mentor:

1. They are not a family member – you need to stretch your wings and learn to contact people you do not know at all, or do not know well.

2. They are professionals in their field, and have experience related to your project. Keep in mind, you might not be able to find a mentor for exactly what you are doing, but can find one to help you with an aspect of your project.

3. They are taking time away from their jobs to assist you. You need to be clear with them about what you need from them. You need to be flexible with your time and make every effort to meet with them when they are available. You need to maximize your time with them, by coming to every meeting prepared and ready to work.

Tips for Cold Calling to get a Mentor or set up a Job Shadow:

1. Do your research, and find a couple of names and numbers of people you may want to contact to be your mentor. Google an occupation, cruise around town and look at business and go in and talk to the people at the front desk, ask family members, teachers and your advisors for ideas.

2. If you have a phone number, make your first contact a phone call. If you only have an email address, then send the email; but an actual conversation is always preferable and more memorable.

Troubleshooting:

1. I followed all the steps and the contact has not returned my call or gotten back to me like they said they would.

> Wait one week for them to respond. If they have not responded then call again (leave a voicemail if appropriate) and send an email as well. BE POLITE and CLEAR in your messages. Do not make demands and make your messages short, and to the point. They may be very busy – you need to keep yourself on their radar, but not annoy or overwhelm them.

> It might be prudent to make contact with another person who is your second option during this time just in case. If your original contact does come through, as does your second then yay for you! You have twice the help and advice. If not, then you haven't wasted all this time and have to start over much later.

Continue to try to make contact every four to five days – if you hear nothing after three weeks speak to your advisor and consider that this person may be a dead end.

2. No matter what I try I keep running into a dead end.

Speak to your advisor about adjusting your goals or you plan – DO NOT JUST GIVE UP! Also, do not wait to let you advisor know you are struggling. The more proactive you are, the less stressed you will be.

Cold Call Script: Keep in mind this script is a suggestion to give you some ideas of what to say – you do not have to repeat it word for word 😊

"Hello! My name is _____ and I am a student at Big Sky High School. I was hoping to speak to you about being a Mentor for my Senior Project. Do you have time to speak to me now or would you prefer I contact you at another time?

(If they say they have time) Great thank you! So all Seniors at Big Sky are required to fulfill a Senior project. I have chosen Pathway _____ which means I need to __(explain the pathway and your project – BRIEFLY).

I am hoping that you would be willing to act as my Mentor for this project. The Mentors role is to help guide me in the process with any advice or help you deem appropriate. I would appreciate any help you would be willing to give me. I have a document I can send you that provides more details about your role.

(If they say that sounds like a plan and they are willing to help) Fantastic! Could we schedule a time to meet to go over specifics and have you sign the Mentor Contract?

(If they say they DO NOT have time) No problem! Is there a better time to contact you or would you prefer an email with my contact information?

General Advice:

1. Make sure to be calm, and call them in a quite place with no distractions.

2. Give them your best contact information (first AND last name – phone number and email) and get THEIR best contact information (first AND last name – phone number and email)

3. Be polite and flexible

4. The FIRST TIME you meet with them, take the Mentor Contract and get it signed!!! That way you don't have to track them down later.

Mentor Contract

(DUE: Nov. 26th)

Directions: Fill out **both sides** of this form completely and provide your Mentor with the Mentor Information sheet so they can sign up to volunteer with MCPS.

Student's
First Name: _____ Last Name: _____

Advisor: _____ English Teacher:_____

1. List **all** of the mentor's contact information:

- Mentor's First Name:_____ Last Name:_____

- Mentor's Phone Number/ (cell/business/home): _____

- Mentor's COMPLETE Address (Street/City/State/Zip):

  Street: _____

  City/State:_____ Zip:_____

- Mentor's Email Address:

  _____

- Explanation of the Mentor's **expertise or experience** with the topic (college/degree/certified/self-taught/job/accomplishments): _____
  _____
  _____
  _____

- The Mentor's **number of years experience** with the topic: _____years

2. The student's **goals** (accomplishments) for this Senior Project are:

A. _____

B. _____

C. _____

D. _____

E. _____

(More goals can be added if the student and mentor deem it appropriate)

3. The student's learning stretch is _____

_____

_____

3. **I have completed the MCPS registration and background check for volunteers.**

4. I agree to be this student's mentor:

Signature: _____Date:_____

Coordinator Signature or Stamp:_____

Students:

It is crucial you make sure your Mentor understands their responsibilities to the district.

Provide them with a copy of the MCPS Registration Instructions for Volunteers found on the next page.

Also – make sure you have a phone number and an email that you can use to contact your mentor. Likewise, give your contact information to your mentor.

MCPS Registration Instructions for Volunteers:

Student safety is a paramount concern in Missoula County Public Schools. Therefore, mentors must complete a name-based background check. _If you have already registered and completed a background check as a volunteer with MCPS you do not need to do another one._

To initiate the volunteer process you must complete a few simple steps:

1. Please go to www.mcpsmt.org, and under the Departments tab, click on Volunteer Resources

2. You can either:
    Register online: Click on the green REGISTER NOW button and the Background Check buttons on the right hand side - follow instructions.
    OR
    Fill out the District Volunteer Application , Confidentiality Agreement, and Background Check Form under Unsupervised Volunteers and submit to the Human Resource Office in the MCPS Administration Building at 215 S 6th St. W., Missoula, MT 59801 with your $6.00 payment.

3. We ask that the mentor absorb the background check cost if possible. Please make checks for the processing fee out to MCPS and put the name of the applicant in the memo line.

If you have any questions, please contact the MCPS administration office.

Thank you for volunteering to mentor a Big Sky High School senior!

There is no end to education. It is not that you

read a book, pass an examination, and finish with

education. The whole of life, from the moment you

are born to the moment you die, is a process of

learning.

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Jiddu Krishnamurti

TIMELINE: SEMESTER 1

The purpose of this document is to create a structure for how to proceed with your project, troubleshoot possible roadblocks, and plan as far ahead as possible. This document is kept with the advisor, or in the student's portfolio. It can be revised as necessary.

1. First Steps: What will you (the student) do first to get started in this process? What have you already put in place or started? Be as specific as possible.

2. If you are unable to get the venue/date/mentor/materials/ etc. that you need for your project – what is your back up plan or next move?

3. What do you plan to have accomplished by the time you meet with your advisor in March?

Advisor Signature:_____

ADVISOR CHECK-IN: SEMESTER 2

This form is completed by the Advisor and Student **TOGETHER.** This form needs to be completed and returned to Mrs. Helmer by **March 6ᵗʰ.**

STUDENT NAME:

1. The student has shown you their time log AND evidence to verify that they have completed ¼ of their total hours?

YES: **NO:**   **KINDA: please explain below**

DOES THE STUDENT HAVE A TIME LOG THEY ARE UPDATING?

YES   **NO:**

2. The student has required forms completed and with signatures.

FORMS COMPELTED: check the forms student HAS completed.

_____**Advisor Contract**   _____**Parent/Guardian**   _____**Proposal**

_____**Mentor Contract**   _____**Timeline Semester 1**

PLEASE CIRCLE ONE:

YES: I met with this student and he/she and I know what they need to do going forward:

Advisor signature:

Student signature:

NO: This student has apparently been eaten by wolves because I have seen neither hide no hair of them since September.

Senior Project Time Log

Use this form for documenting your hours for your activity field experience. Make duplicate copies of the first page as needed, but make sure to total hours for each page, and a have a final total.

Date- write clearly the date you worked on your activity field experience

Activity- Write clearly and specifically what progress you made for your activity field experience. Include who you worked with if applicable

Time- write clearly the amount of time you spent on your activity field experience

Date	Activity/Evidence	Time

Total Hours this page:_____

Date	Activity/Evidence	Time

Date	Activity/Evidence	Time

Date	Activity/Evidence	Time

Date	Activity/Evidence	Time

Date	Activity/Evidence	Time

Date	Activity/Evidence	Time

TOTAL HOURS FOR SENIOR PROJECT: _____

ACTIVITY FIELD EXPERIENCE EVALUATION

This form is **required** and **must be completed** by your **mentor** or **other individual**
who can verify you did the work.

Student's Name_____

Since most of the student's time spent on the activity component of this assignment has been outside of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate his/her activity component. This form refers to the activity component only.

1.   Can you verify that the student spent at least 20 to 30 hours on his or her activity component?
     Yes_____   No_____
     Comments:

2.   Have you seen the activity field experience at different stages of completion and not just the final phase?
     Yes_____   No_____
     Comments:

3.   What successes have you seen this student achieve?

4.   What specific problems did this student encounter and overcome?

Additional Comments or Observations:

Evaluator's Printed Name _____

Evaluator's Signature_____

We may contact you to verify the student's experience. Please give us your best contact information on the line below.

Telephone_____   email: _____

Date_____

Portfolio Paper Guidelines

Your English teacher will outline in great detail the specific guidelines for each of the three papers you will complete as part of your Senior English curriculum. The Portfolio Paper you choose from those three to submit will still follow those guidelines, and will between 1,000 to 1,500 words and double spaced.

Plagiarism is not acceptable!

Plagiarism is just plain cheating. It is using someone else's words or ideas in your paper as if they were your own. If you copy someone else's work on purpose, you know that it is wrong. However, if you do not understand how to cite another person's work and accidentally plagiarize, you may still get accused of cheating. This is one good reason to learn quotation mechanics and how to effectively use MLA.

The following examples should give you some ideas about the differences between research paper writing and plagiarism. First, here is an example of original reference material from Walter Allen's *The English Novel*, New York: Dutton, 1954, followed by three student versions. Only Version C is correct!

Original material:
> *Wuthering Heights* is the most remarkable novel in English. It is perfect, and perfect in the rarest way: it is the complete bodying forth of an intensely individual apprehension of the nature of man and life. That is to say, the content is strange enough, indeed baffling enough, while the artistic expression of it is flawless (Allen 223).

Student Version A:
> The most remarkable novel in English is *Wuthering Heights*. It brings forth an individual apprehension of the nature of man and life; therefore, it is perfect in the rarest way. The artistic expression is flawless, but the content is strange, indeed baffling.

This is clearly plagiarized. The student has copied the original almost word for word, and there is no attempt to indicate what has been copied or where it was found.

Student Version B:
> *Wuthering Heights* is a great English novel. It is perfect in the rarest way: it provides an individual apprehension of man's nature. The artistic expression is flawless, although the content is strange and baffling (Allen 223).

This is a little better, but it is still an example of plagiarism. Even though an attempt has been made to indicate the source, we cannot tell which words were copied directly. (Remember: just because you move the word order around a little or leave a word or two out, that does not make it *your* writing or *your* ideas. You still have to document.)

Student Version C:
> Walter Allen insists that the "artistic expression" of *Wuthering Heights* is flawless (223). Allen admits that the content is strange and even baffling, but he argues that the novel is perfect because it accurately presents "an intensely individual apprehension of the nature of man and life" (223).

Here the student has correctly handled the use of the original. Some words are rephrased, but those taken word for word are clearly marked. Also, it is clear what source is being used.

- ❖ Plagiarism is using another person's ideas or words in your writing without giving him or her proper credit through documentation.
- ❖ All information that is paraphrased (or put in your own words) needs to be referenced.
- ❖ Every quotation must include a reference to the source. Introduce your speaker or source.
- ❖ Plagiarism will jeopardize successful completion of your paper.

PORTFOLIO CHECKLIST

Use this checklist to put your portfolio together, and check off each item as you put it in your Portfolio.
You must have a checkmark next to each item in order to pass your Portfolio Evaluation.

A. Organization includes:
    _____3 - Ring Binder (in good condition)
    _____Tabbed/Labeled Sections (legibly written)
    _____Cover Sheet for Portfolio (has your name, a title for your project and some visual element)
    _____Table of Contents Sheet (Tip – use this checklist as a template! ☺)
    _____Resume   - updated

B. Section 1: Forms
    _____Advisor Contract
    _____ Parent/Guardian Form
    _____Letter of Intent (with drafts if applicable)
    _____Proposal (any drafts, and original signed copy by Advisor and Coordinator)
    _____Mentor Contract
    _____Timeline Semester 1 - signed by Advisor with any drafts or additions

C. Section 2: Portfolio Paper
    _____Clean, Typed Copy of Final Portfolio Paper
    _____Final Evaluation Form with final score
    _____Drafts of Paper with Evaluations if possible
    _____Evidence of Research (Articles, notes, Source Analysis, Bibliography, etc.) if applicable

D. Section 3: Activity Field Experience includes:

    _____Time Logs
    _____Proof of Progress/ Visual Elements of Activity Field Experience
    _____Activity Field Experience Evaluation Form
    _____Reflection Paper

E. Section 4: Student Archives
    _____ At least 4 articles from the following list to demonstrate your progress as a student **(no article can be repeated more than twice):**

Letters of Acceptance	Certificates/Award Letters	Best Piece of Student Work
Job Application	College/ Trade school Applications	Letters of Recommendation

Evidence of community service outside of school (with a church, organization, etc.)

F. Section 5: Thank You Notes/Final Evaluation
    _____Handwritten Thank You notes on cards for panel members (3) and 1 for your mentor (might think about one for your advisor too ;-)
    _____Once your Portfolio and Reflection paper is evaluated by your advisor, turn in the grade sheet to the Senior Project Coordinators so you can be scheduled to present. When they return it, put it in your portfolio.

Reflection Paper Guidelines

Every student must complete a Reflection paper, but each Pathway has slightly different requirements. Please read the description for the Pathway you chose, and indicate which Pathway you chose in your paper.

Pathway 1 – IB Diploma\APS\IB	Pathway 2 – Job Shadow/Internships	Pathway 3 – Skills and/or Products
Reflection Paper: 1-2 pages, successes and challenges - also a focus on takeaways: will you continue this activity/research in your future, incorporate the new skill into your future lives (why or why not). Also, what skills have you taken from the entire Senior Project process (project, paper, and portfolio) that you will be able to utilize after high school.	**Reflection Paper:** 1-2 pages discussing successes and challenges, what you learned, how it has changed your opinion of the profession and if you still plan to pursue that career in the future (why or why not). Also, what skills have you taken from the entire Senior Project process (project, paper, and portfolio) that you will be able to utilize after high school.	**Reflection Paper**: 1-2 pages discussing successes and challenges, with particular focus on what you took away from the process of learning this new skill, or creating this product. How will you utilize this knowledge going forward? What skills have you taken from the entire Senior Project process (project, paper, and portfolio) that you will be able to utilize after high school?

Tips for a successful paper:

1. Be honest but professional. Be detailed in your descriptions of the successes and challenges. Your paper should be authentic and sound like you, but still maintain a professional tone. Also, include all aspects from the rubric.

2. Your paper should be organized and flow – it should feel like a cohesive paper from start to finish.

3. Your paper should be free of grammatical errors.

Reflection Paper and Portfolio Grade Sheet

Student   **Name** _____   Pathway   1   2   3   (circle one)
- ❑ Complete portfolio
- ❑ Complete reflection paper
- ❑ Schedule a time to meet with your advisor
- ❑ Complete your **Presentation Request Form (on google docs)**

Reflection Paper	5	4	3	2	1	0
Length	Student turned in a paper that was between 1 and 2 pages long or more.	Student turned in a paper that was 1 page long.	Student turned in a paper that was less than 1 page long.	Student turned in a paper that was less than half of the page.	Student turned in a paper whose length is less than a quarter of the page.	Student did not turn in paper.
Formatting	Paper was typed, formatting was done correctly.	Paper was typed and mostly formatted correctly.	Paper was typed but formatted incorrectly.	Paper was handwritten and mostly formatted correctly.	Paper was hand written.	Student did not turn in a paper.
	Formatting: 12 pt, Times New Roman, Double Spaced					
Overall Organization	The paper moves logically from one topic to the next with smooth transitions, and the paper has a clear beginning and end.	The paper is clear, with a few random jumps in topic but generally feels complete from start to finish	The paper shifts from topic to topic with few transitions, but overall still feels finished.	The paper shifts from topic to topic without or with few transitions, and may feel unfinished.	Student turns in a paper that is incomplete and poorly organized	Student does not turn in a paper
Portfolio Paper Process	Student thoroughly covers the process of writing and choosing their Portfolio Paper.	Student covers the process of writing and choosing their Portfolio Paper.	Student mostly covers all of the process of writing and choosing their Portfolio Paper.	Student covers some, but not all of the process of writing and choosing their Portfolio Paper.	Student covers little or none of the process of writing and choosing their Portfolio Paper.	Student did not turn in a Portfolio Paper.
Activity Component for Senior Projects	Student thoroughly states and covers the activity component.	Student states and covers the activity component that was involved in their senior project.	Student states and mostly covers the activity component.	Student states and somewhat explains the activity component.	Student states but does not explain the activity component.	Student does not include their activity component.
Successes and Challenges	Student thoroughly discusses their successes and challenges.	Student adequately discusses their successes and challenges.	Student discusses most of their successes and challenges.	Student discusses some of their successes and challenges.	Student discusses little or none of their successes and challenges.	Student does not discuss successes and challenges.

How/If they will use their new knowledge in the future.	Student thoroughly discusses how or if they will use this knowledge in the future.	Student discusses how or if they will use this knowledge in the future.	Student discusses some possibilities of how or if they will use this knowledge in the future.	Student discusses a little of how or if they will use this knowledge in the future.	Student barely discusses how or if they will use this knowledge in the future.	Student does not discuss how or if they will use this knowledge in the future.
	5	**4**	**3**	**2**	**1**	**0**
Grammar and Spelling	There are no grammatical mistakes or spelling errors.	There are little to no grammatical mistakes or spelling errors.	There are few grammatical and spelling errors but they do not distract too much from the reading.	There are several grammatical and spelling errors which distract from the reading.	There are significant grammatical and spelling errors.	Student does not turn in a paper.
Sentence Structure and Fluidity	Sentences are constructed clearly, and flow together effectively.	Sentences are mostly clearly constructed and effective.	Some sentences are choppy and unclear, but the paper can be read and understood.	Many sentences are choppy and unclear, and reading its difficult at times.	Sentences are confusing, and reading is difficult.	Student does not turn in a paper.

Reflection Paper Score: _____/45

Comments:

_____

_____

_____

Portfolio	**5**	**4**	**3**	**2**	**1**	**0**
Appearance	Binder is clean. Papers are clean, and secured. There are no rips, tears, smudges, etc. (looks extremely professional and polished.)	Binder is clean. Papers are clean, and secured. There are little to no rips, tears, smudges, etc. (looks professional and polished.)	Binder is somewhat clean. Most papers are clean, and secured. There are very few rips, tears, smudges, etc.	Binder is broken, patched up or torn. Papers are poorly secured, smudged, torn or otherwise stained. Overall appearance is unprofessional.	Binder is in such poor condition it is unusable. Papers are a lost cause, it looks like it was run over by a truck.	Binder is missing.
Forms	All forms are completed (with signatures) and are in the proper order.	Forms are completed (with signatures) and most are in the proper order	Most forms are completed (with signatures) and most are in the proper order.	Most forms are completed (with signatures) but are not all in the proper order.	There are multiple missing forms and missing signatures.	There are no forms.

Required Forms (in order from left to right)		
❑ Advisor Contract	❑ Parent/Guardian Form	❑ Letter of Intent (with drafts if applicable)
❑ Proposal (any drafts, and original signed copy by Advisor and Coordinator)	❑ Mentor Contract	❑ Timeline Sem. 1 – signed by Advisor with any drafts or additions
❑ Resume		

	5	**4**	**3**	**2**	**1**	**0**
Portfolio Paper	Student has included their chosen Portfolio paper and multiple rough drafts.	Student has included their chosen Portfolio paper and at least 1 rough draft.	Student has included their chosen Portfolio paper but no rough drafts.	Student has a draft of their chosen Portfolio paper but not their final draft.	Student has a draft pertaining to their chosen Portfolio paper but it is unrecognizable.	Student has not included their chosen Portfolio paper or any rough drafts.
Evidence of Activity Experience (Cannot pass if evidence of activity is not present)	Student has gone above and beyond to show multiple pieces of evidence of their Activity.	Student has multiple pieces to show evidence of their Activity.	Student has a few pieces to show evidence of their Activity, and they adequately cover the majority of the project.	Student has a few pieces to show evidence of their Activity, but the pieces do not adequately cover the entire project.	Student has very few pieces to show evidence of their Activity, and the pieces do not adequately cover the entire project.	There is no evidence of Student's Activity Experience.

Examples of Evidence of Activity

Photographs of the entire process   Flyers/brochures/manuals/posters

Receipts   Emails/Letters

Transcripts/Certificates   Programs

	5	**4**	**3**	**2**	**1**	**0**
Time Requirements (Cannot pass if time requirements are not met)	Student was able to thoroughly show they met all their time requirements with valid proof.	Student was able to show they met their time requirement with valid proof.	Student looks as though they have met their time requirement with somewhat valid proof.	Student has a little reliable information to show they met their time requirement.	Student has very little proof that they met their time requirement.	Student did not meet their time requirement.

Pathway 1: IB/APS/BI	Pathway 2: Job Shadow/Internship	Pathway 3: Skill and/or Product
❏ 20 hours minimum ❏ A minimum 8 hours (out of the total time) performed outside of classes.	❏ 20 hours minimum – MUST be divided between two locations (the division of hours does not have to be equal) ❏ A minimum of 3 hours (out of the total time) must be spent doing hands-on, participatory work (filing, performing tasks or procedures, etc.) ❏ Students cannot be paid for their time or work.	❏ 30 hours minimum ❏ 3-5 hours (out of the total time spent) must be either job shadowing a profession in your area of study, or presenting/teaching your knowledge/skill to others (underclassmen, other students, community members, etc.)

	5	**4**	**3**	**2**	**1**	**0**
Student Archives	Student has a minimum of 4 pieces from the prescribed list, no category is repeated more than twice and the pieces are excellent and go above and beyond.	Student has a minimum of 4 pieces from the prescribed list, and no category is repeated more than twice.	Student has a minimum of 4 pieces from the prescribed list, but a category is repeated more than twice.	Student has less than 4 pieces from the prescribed list, or a category is repeated more than twice.	Student has less than 2 pieces from the prescribed list or a category is repeated more than twice.	There are no piece included in their portfolio.

Categories

❏ Job Application   ❏ College/Trade School Application   ❏ Best Piece of Student Work

❏ Letters of Recommendation   ❏ Acceptance Letters   ❏ Certificates/Awards

	5	4	3	2	1	0
Thank you Letters	Student has the 4 handwritten cards or BSHS letterhead with envelopes and went above and beyond to sincerely thank the panel members.	Student has the 4 handwritten cards or BSHS letterhead with envelopes.	There are 4 hand written cards with envelopes but they are poorly written. OR There are less than 4 hand written cards with envelopes.	Letters are illegible or poorly written, not enough for all panel members, lacking envelopes, or are unprofessional.	Thank you letters are typed on blank paper with no envelope and look like a ransom note.	There are no thank you letters included.

Student must have:

OR

1) Four (4) handwritten cards with envelopes; 3 for panel members and one for their mentor

2) Four (4) thank you notes printed on BSHS letterhead with envelopes.

Portfolio Score Total: _____ /35

Reflection Score: _____ + **Portfolio Score:** _____ /80

Overall Score: (multiply by 2) _____ /160

Student must have a minimum of an overall score of 128/160 to pass and be scheduled for a Presentation.

DO NOT SIGN IF:
1) Student has not meet the time requirements.
2) If student has missing signatures.
3) There is no evidence of activity.
These must be met before you can sign off on their portfolio. Thank you!

Advisor Signature: _____

Advisor Name _____ (Please Print)	
❏ Read and evaluate reflection paper ❏ Read and evaluate portfolio ❏ Combine scores together for total score	❏ If portfolio is incomplete or unsatisfactory, please return to student. ❏ **Turn in graded and completed form to Meleina Helmer**

Comments:

_____

_____

_____

Presentation Requirements and Guidelines

- You have worked hard all year, and you finally have an opportunity to shine as you present your Senior Project to your panel. This component of the Senior Project may seem nerve-wracking, but remember that the people at your presentation want to hear what you have to say and see you succeed.

- A Senior Project coordinator will schedule and set up your presentation AFTER your portfolio has been passed by your advisor AND filled out the google form emailed to you in April. Your panel will consist of three community members and/or teachers.

- You may want to invite your family, your mentor, and any other people who have an investment of time and energy in your Senior Project. Underclassmen will be attending to learn from your project as well.

- Once you are scheduled, make sure to visit the room you will be presenting in to see what the layout is. It would also be wise to double check any audio/visual equipment you may need and see a librarian asap if you need any equipment checked out for Senior Project day. It is YOUR responsibility to get this equipment in the correct room.

- **First Impressions:** Interesting subject matter isn't enough to guarantee the success of presentation. The speaker's appearance, posture, voice, eye contact, and gestures all contribute to the success or failure of a presentation.

- **Appearance:** It is important to look good and dress appropriately. Think of presentations as a job interview and dress accordingly. Don't overdress; this isn't the prom. Dress comfortably so that you look and feel good. Look professional! If your project requires a uniform or specific outfit (chef's jacket, a gi for Karate, etc.) that would be appropriate to wear during your presentation.

NO:
T-shirts
Baseball hats
Spaghetti straps
Strapless
Holes in clothing
Tight clothing
Shorts
Short skirts
Sneakers

- **Posture:** If possible, rest your notes on a desk or podium so that if you are nervous your notes don't quiver. Don't grab or lean on the podium, lean or sit on the desk in order to give yourself a sense of security. Try not to pace, shift your weight from one foot to another, and jingle coins or keys. You don't want your audience to pay so much attention to unrelated movement that they lose track of what you're saying.

- **Eye Contact:** Eye contact establishes a connection with the audience. Scan the room, looking right, left, and center. Eye contact can be reciprocated from the audience.

- **Voice:** Your voice conveys emotion and meaning in addition to the topic-related content. Use your voice to get and hold your audience's attention. As you practice, think about:

  o **Pitch-**vary pitch to convey meaning. People with continually high-pitched, low-pitched or monotonous voices are hard to listen to.
  o **Volume-**your audience must be able to hear you. Vary your volume so that everyone in the room can hear you at all times.
  o **Pronunciation-**make sure you can pronounce all the words in your presentation accurately. If
  o **Enunciation-**this refers to the clarity of your speech. Don't run words together or drop the ends of words. Watch out for continuous use of words that don't add to your presentation; for instance, as you practice, count the number of times you say "like" during your speech and try to eliminate that habit.
  o **Rate-**are you speaking too fast or too slow? Give your audience "think" time as you speak.
  o **Pauses-**don't be afraid of brief pauses and try not to fill them up with "uh," "okay," or "umm."
  o **Tone-**convey your enthusiasm for your topic with your tone of voice. Your tone will get your audience fired up about your topic.

- **Practicing Your Presentation:** Having good note cards and knowing your subject are still not enough preparation for an oral presentation. The more you practice, the more comfortable you'll be when you are standing in front of your audience. It is a good idea to try to practice in the room you will be presenting in. You should run through your entire presentation **AT MINIMUM of 3 times before you present.**

<u>Sample Outline for Presentations</u>

It is important to review the Presentation Evaluation Rubric to make sure you include all necessary elements in your presentation. The following is a **suggested** outline of a presentation.

<u>**YOUR PRESENTATION MUST BE A MINIMUM OF 15 MINUTES LONG OR YOU WILL BE ASKED TO RE-PRESENT!**</u>

1. Introduction – What about you led you to decide on this project, how did the process start. (5 min)

2. Activity Section: what steps did you take, and in what order, with plenty of visuals to accompany (8-10 minutes)
        a. Challenges – during your activity section make sure to discuss what challenges you faced during this process and how you overcame them.

4. **Learning Stretch/Future Applications (3-4 min) – It is crucial** that you explain to your panel members how much you learned in this process, what you know now that you did not know before you started, and what you will ultimately take away from this project.

5. Questions

*If you feel it is appropriate to include your Portfolio Paper and that process in your presentation feel free to do so. Find a logical time in the flow of your presentation to put it in.

PRESENTATION EVALUATION

Length of Presentation (Between 15-20 min)	Length of Q & A	Total Time (Not to exceed 30 min)

Student_____

<div align="center">Please circle and total the score.</div>

PRESENTATION ORGANIZATION

	6 pts	5 pts	4 pts	3 pts	2 pts	1 pts
1. Intro	Student includes: • Personal introduction • Student's explanation of how they chose their project is clear, thorough, and engaging.	Student includes: • Brief personal introduction • Student's explanation of how they chose their project is clear.	Student includes: • Brief personal introduction • Student's explanation of how they chose their project is somewhat clear.	Student includes: • Unclear personal introduction • Student's explanation of how they chose their project is somewhat unclear.	Student includes: • Unclear or missing personal introduction • Student's explanation of how they chose their project is unclear.	Student: • Personal introduction **not** included • Student's explanation of how they chose their project is missing.
	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
2. Knowledge of Project	Student's knowledge of project is well supported and thoroughly explained.	Student's knowledge of project is supported and explained.	Most of the student's knowledge of project is supported and somewhat explained.	Some of the student's knowledge of project is supported but is explained poorly.	Most of the student's knowledge of project is not supported or explained poorly.	Student's knowledge of project is not supported and not explained.
	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
3. Application of Learning	Students states clearly and thoroughly what was learned. Student identifies and explains their learning stretch.	Student states clearly what was learned. Student identifies learning stretch.	Student states somewhat clearly what was learned. Students somewhat identifies a learning stretch.	Student has a somewhat confusing statement of what was learned. Confusing or missing identification of a learning stretch.	Student is missing statement of what was learned OR does not identify learning stretch.	Student is missing statement of what was learned AND does not identify learning stretch.
	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
4. Organization	Students' ideas are thoroughly and clearly organized and very easy to follow.	Students' ideas are organized and easy to follow.	Students' ideas are somewhat organized and mostly easy to follow.	Students' ideas are somewhat disorganized and difficult to follow.	Students' ideas are disorganized and very difficult to follow.	Student is completely missing organization of ideas and presentation cannot be followed.
	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
5. Addressing Challenges	Student clearly and thoroughly addresses any challenges they experienced with their project and solutions they implemented.	Student addresses any challenges they experienced with their project and solutions they implemented.	Student somewhat addresses challenges they experienced with their project and addresses possible solutions.	Student has difficulty addressing any challenges they experienced with their project and does not address solutions.	Student struggles to address any challenges or is unclear with audience about what challenges were experienced and/or solutions.	Student **does not** address any challenges and/or solutions they experienced with their project.

<div align="center">CONTENT TOTAL (30 POSSIBLE): _____</div>

DELIVERY

	6 pts	5 pts	4 pts	3 pts	2 pts	1 pts
1. Dress	Students' appearance is exceptionally well groomed and professional.	Students' appearance is groomed and professional.	Students' appearance is mostly groomed and professional.	Students' appearance is mostly groomed but clothing is unprofessional.	Students' appearance is not well groomed and somewhat unprofessional.	Students' appearance is not groomed and unprofessional.
	Dress Code for Senior Projects					

	Men			Women		
	• Button up shirt, tie, slacks or khakis, dress shoes			Dress shirts, skirt/dress or slacks, dress shoes		
	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
2. Speech Techniques	Student is professional and excels with: • Poise • Positive Attitude • Posture • Volume • Enunciation • Grammar • Eye Contact • Gestures • Not using slang	Student demonstrates control with: • Poise • Positive Attitude • Posture • Volume • Enunciation • Grammar • Eye Contact • Gestures • Not using slang	Student mostly demonstrates control with: • Poise • Positive Attitude • Posture • Volume • Enunciation • Grammar • Eye Contact • Gestures • Not using slang	Student somewhat demonstrates control with : • Poise • Positive Attitude • Posture • Volume • Enunciation • Grammar • Eye Contact • Gestures • Not using slang	Student needs more practice with: • Poise • Positive Attitude • Posture • Volume • Enunciation • Grammar • Eye Contact • Gestures • Not using slang	Student struggles greatly with: • Poise • Positive Attitude • Posture • Volume • Enunciation • Grammar • Eye Contact • Gestures • Not using slang
	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
3. Transitions	Student excels with smooth and seamless transitions from topic to topic throughout their presentation.	Student has smooth transitions from topic to topic throughout their presentation.	Student transitions from topic to topic with little to no choppiness.	Student's transitions are choppy and make the presentation a little difficult to follow.	Student's transitions are very choppy and make the presentation difficult to follow.	Student is not using transitions and presentation is awkward and cannot be followed.
	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
4. Audio/Visual Aids	Student uses appropriate and professional audio/visuals aids that add value to and enhance the overall presentation.	Student uses appropriate audio/visual aids that add value to the overall presentation.	Student has a few audio/visual aids that add value to the presentation.	Student has audio/visuals aids but they do not add value to the presentation.	Student has little to no audio/visual aids and they do not add value to the presentation.	Student does not include any audio/visual aids in their presentation.

DELIVERY TOTAL (24 POSSIBLE)_____

QUESTION/ANSWERS

	6 pts	**5 pts**	**4 pts**	**3 pts**	**2 pts**	**1 pts**
1. Quality of Student Response to Questions	Student responses are well thought out, accurate and thorough. Student has confidence when answering questions and can fluently and thoroughly respond.	Student responses are thought out and accurate. Student has confidence when answering questions and can carefully respond.	Student responses are somewhat thought out. Student has confidence when answering questions.	Student responses are somewhat vague. Student struggles to answer the questions with confidence.	Student responses are vague. Student struggles to answer questions.	Student responses are not thought out and don't seem to make sense. Student cannot answer any of the questions asked.

Q/A TOTAL (6 POSSIBLE)_____

EVALUATION: _____ SATISFACTORY (45-60) **OR** _____ UNSATISFACTORY (0-44)

Total Score   _Total Score_

ADDITIONAL COMMENTS:

_____

_____

_____

_____

Thank You Letter Requirements

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Benjamin Franklin

A Thank You Letter is a perfect opportunity to represent character and manners. It is important for you to pay respect to the people that are helping you reach your goals. People like to be thanked for the work they do.

Requirements:
- o Thank You Letters should be legibly hand-written in ink, on a simple card with an envelope; or they should be typed on BSHS Letterhead and sealed in an envelope.
- o Write a Thank you Letter to your Mentor, and have three copies of a form letter to give to Panel Members during your presentation.
- o Address the letter professionally (Example: Dear Mr. Smith or Dear Panel Member,)
- o Be heartfelt and meaningful with your words/thoughts
- o Conclude the letter with a respectful salutation (Example: Sincerely, Respectfully)
- o Provide your signature with an ink pen below your salutation
- o Put the Thank You Letters (Mentor and Panel Member) in your Senior Project Portfolio to hand out during your presentation.

Mentor Letter
This letter should detail how the Mentor helped you, what you learned from them, and how you will apply your new knowledge in the future.

Panel Member Letter
Thank the member for volunteering their time to watch your presentation. Explain to them how you have grown and what you have learned throughout the Senior Project Process. Tell them what you plan to do with your new skills or knowledge and what your plans for the future are. Thank them again for supporting Big Sky High School students in this endeavor.