

Lakeshore High School



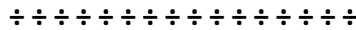
Senior Project

Senior Project Overview

National Standard

Incorporating traditional and performance based teaching and curricula strategies that merge with a foundation of strong basic knowledge and skills requiring a real world application, Senior Project is a **challenging, student-driven, teacher-guided culminating program**. Senior Project high schools require seniors to competently complete each of the following related 4 P's:

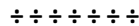
4 P's of the Project: Paper, Portfolio, Product, and Presentation



Paper



Seniors select an approved topic and write a research paper; successful completion is required for graduation. During this phase, the skills applied include things such as **knowledge acquisition, information/media literacy, validation, credibility and variety of sources, sorting, and selecting appropriate information, writing skills, research skills, and 21st Century technology skills**. Because students choose their own topics, Senior Project papers are as diverse as the students' interests (e.g., censorship in public education, effective online marketing strategies, robotic prosthetics, effective solutions related to the homeless).



Portfolio

Before the judges listen to a senior's presentation, they review the senior's portfolio, a collection of process pieces as well as the final showcase of the student's completed Senior Project work. While the portfolio is used by the judges to help guide their questioning, it is also often a valued document that students take as they exit high school.



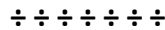
Comprehensive Senior Project portfolios contain models that can be used in the job and college application process.



Product



During the product phase, students apply the knowledge gained during their research by defining, designing, and producing a related product. For example, a student studying the advances in digital photography chooses to take photography lessons and display his collected work in a school art gallery. Because the **products must reflect a learning stretch**, this phase of the Senior Project process offers students a unique blend of real-world experiences combined with the knowledge and skills learned in school. The project phase's 'learning stretch' requires a golden ratio of challenge and ability, hands-on learning in a real-world context. Student application of skills, the quest for quality, and the ability to apply and use appropriate information, as well as the demonstration of time management, problem solving, effective communication, and perseverance are key characteristics impacting the senior's success.



Presentation

The final phase, the Senior Presentations, requires seniors to formally speak to a board of judges from both the staff and the community. The formal speech is followed by an informal question and answer session guided by the judges. Seniors must not only demonstrate knowledge of the chosen subject but also show competent speaking skills, ability to infuse technology or other visual aides, and an ability to think on their feet.



SENIOR PROJECT GOALS

In the course of this project, the students will:

- ✓ Acquire independent, lifelong learning abilities.
- ✓ Work independently and interdependently to reach goals and solve problems
- ✓ Practice metacognitive decision-making strategies.
- ✓ Build self-confidence and personal pride.
- ✓ Demonstrate responsibility, reliability, and accountability.
- ✓ Meet challenges in a timely manner without undue stress.
- ✓ Meet deadlines via time-management proficiency.
- ✓ Gain insight into personal aptitude and ability and strengths.
- ✓ Conceive an idea and follow through from conception to completion.
- ✓ Comprehend the complexities, connections, and relationships within disciplines.
- ✓ Brainstorm ideas and organize possibilities according to relevance.
- ✓ Recognize, value, and celebrate personal success and the success of others.
- ✓ Feel empowered, valued, capable, and respected.
- ✓ Reach goals by following a logical plan and by using effective self-evaluation skills.
- ✓ Communicate effectively and with confidence.
- ✓ Act courteously, politely, and respectfully.
- ✓ Think critically, analytically, creatively, and ethically.
- ✓ Respect the quality of a polished product.
- ✓ Value tolerance, patience, and diversity.
- ✓ Network successfully within the community.

Parent Information Letter
August 2016

Dear Parent/Guardian:

Each Lakeshore High senior will be required to complete a senior project that serves as a major part of his/her grade in English IV.

In the first semester students will explore possible topics and then write research papers based on their choices. Second semester involves creating a product and doing a formal presentation. This research project has been part of the English IV curriculum for many years, and it is now an integral part of the Senior Project experience. Please note that the Senior Project is based on student research; therefore, each student must complete a research paper before he/she can continue with the project.

The research papers will require students to utilize the skills of research, organization, and time management. While specific portions of the research paper will be enforced and reviewed during class time, the majority of the assignments will be completed outside of the classroom. The student will be provided with instruction, resources, and written information as the class works through the assignment.

Learning to meet deadlines is an important life skill, certainly one necessary for a successful senior project. Students are expected to complete all assignments and meet all deadlines unless there are extenuating circumstances. These are examples of extenuating circumstances:

- Hospitalization of the student
- Long-term illness which renders the student physically unable to complete assignments
- Death in the family

The Senior Project provides an opportunity for the parent to play an important role in the education of his/her senior by giving guidance and encouragement. We hope that all parents will become involved in the project. More detailed information can be found in the Senior Project Guide. If you have any questions, please call the school.

Sincerely,
LHS English IV Teachers

Approved:

Christian Monson, Principal

Student Information Letter
August 2016

Dear Seniors:

As a culminating experience to your education in St. Tammany Parish, you are required to complete a Senior Project. This project will empower you to choose a topic of interest to you and research it to its fullest. You will also present the results of your research to an audience outside of your classroom and teacher.

A quality curriculum develops through the efforts on an educational family working as a team. The Senior Project embraces all members of your educational community including librarians, counselors, administrators, and teachers, as well as peers, parents, and members of the community.

The Senior Project represents a long-term educational endeavor that requires your vision, initiative, and commitment. We encourage you to take some risks, think creatively, and not be afraid to make some mistakes as you gain problem-solving skills. Sophisticated self-directed learning comes through the enlightenment of curiosity, a desire to succeed, and commitment to a polished product. These are the goals and challenges of the Senior Project experience.

Sincerely,

LHS English IV Teachers

Approved:

Christian Monson, Principal

SENIOR PROJECT TIMELINE

First Semester

August 2016:

- Project introduced to the students
- Parent and Student Information Letters sent home
- Parent Acknowledgement Form signed and returned
- Research Paper Contract signed and returned
- Select a focused research topic
- Letter of Project Intent due
- Gathering information
 - Digitally saved varied research
 - Correct amount of sources from appropriate databases
 - Works cited page in progress
- Thesis statement composed and approved

September 2016:

- Challenge Commitment due
- Project/Product plan due
- Notecards in progress
 - Organized
 - Correct number
 - Formatted according to my teacher's instructions
- Outline in progress
- Rough draft in progress
 - Works cited page included
 - MLA format
 - All material is cited

October 2016:

- Research and/or Works Cited page check
- Outlines and note cards due
- Final Draft of paper due
 - Works cited page included
 - MLA format
 - All material is cited

December 2016:

- First semester portfolio check
 - Binder cover, title page, and dividers included
 - All material is placed in plastic sleeves
 - Portfolio is neat and organized

Second Semester

January/February 2017:

- Powerpoint/Prezi in progress
 - Ten slides
 - Correct spelling and grammar
 - One slide each for introduction and works cited
- Product in progress
 - My product is a step beyond by paper; it shows a learning stretch

February 2017:

- Completed portfolio due
- Notecards for my presentation are made

March 2017:

- Products due
- Presentation in progress
 - Orally rehearsed, recorded, and reviewed my presentation
 - Practiced operating and have timed my presentation
 - All materials for my presentation have been checked, are working, and are compatible with school technology
- Presentations in front of panels scheduled

SUGGESTED RESEARCH TOPICS

1. 3D printing (and possibly the medical field)
2. Aaron Burr
3. African Tribes and the Slave Trade
4. Air Pollution
5. Alexis Bittar jewelry
6. Alternative Energy/ Green Earth
7. American Indian Tribes
8. American Princesses- Money for Titles
9. Amish
10. Anastasia- Anna Anderson
11. Angela Merkel German Chancellor
12. Anna Pavlova dancer
13. Anne Frank
14. Arlington National Cemetery
15. Art History
16. Art Reparation after World War II-The Woman in Gold
17. Arthurian Legend
18. Artificial Turf/ Athletes and Cancer
19. Barack Obama
20. Bataclan
21. Battle of Vicksburg
22. Beatrix Potter
23. Ben Carson
24. Benjamin Franklin
25. Bernie Sanders
26. Betsey Johnson Fashion
27. Bienville
28. Bill Clinton
29. Bioterrorism
30. Black Death
31. Bob Fosse dancer choreographer
32. Boko Haram – terrorist group in Nigeria
33. Booker T. Washington
34. Boston Marathon Bombing
35. Boston Tea Party
36. British Executions
37. British Prisons/ Law/ Prison Ships
38. Brussels ISIS Attack
39. Building of the Statue of Liberty
40. Building of the Washington Monument
41. Burial Practices
42. California Gold Rush
43. Calvin Klein Fashion
44. Campaign Finance
45. Canterbury Cathedral
46. Carolina Herrera Fashion
47. Charles Lewis Tiffany Jewelry
48. Charlie Hebdo
49. Cholera
50. Christmas- Date of Christmas/Catholic Church
51. Christmas Truce of 1914
52. Civil Rights Movement
53. Clara Barton
54. Clean diesel fuel/Volkswagen coverup
55. Climate change
56. Cliven and Ammon Bundy land management dispute
57. Cloning
58. Coastal Erosion
59. Coco Chanel fashion
60. College Campus Crime and Violence
61. Conservation
62. Crazy Horse
63. CRISPR Revolution – gene editing technology
64. Cristóbal Balenciaga Fashion
65. Crucifixion
66. Cuba/US relationship diplomatic trade relations
67. Culper Spy Ring= American Revolutionary War
68. Cyborgs
69. D' Iberville
70. Date Rape/ Date Rape Drugs
71. David Yurman jewelry
72. Dead Sea Scrolls
73. Dinosaurs – how they became extinct
74. Dolce and Gabbana fashion
75. Donald Trump
76. Donna Karan fashion
77. Drones
78. Earthquakes
79. Ebola
80. Edison
81. Edward Snowden
82. Egyptian –Costumes, Tombs, Gods
83. El Nino
84. Elder Abuse
85. Eleanor Roosevelt
86. Elio Fiorucci fashion
87. Elon Musk powerwall battery that stores solar energy
88. Enigma- Breaking the Nazi Code
89. Executions of the Tower of London
90. Ferguson Missouri Michael Brown
91. Flint Michigan water pollution
92. Food- Irradiation, Safety, Food Shortages
93. Franklin D. Roosevelt
94. Freedmen's Bureau
95. Gay Marriage
96. Gender Roles
97. Gene Therapy
98. Genetic Modification
99. George Washington
100. Gettysburg
101. Gianni Versace fashion
102. Givenchy fashion
103. Glass Ceiling
104. Globe Theatre
105. GMO's
106. Gothic Architecture
107. Great Depression
108. Great Fire of London
109. Greek economy
110. Green House Effect
111. Greensboro Sit-in
112. Guccio Gucci fashion
113. Gutenberg Press
114. Halloween
115. Halston fashion
116. Hampton Court Palace
117. Harry Winston jewelry
118. Hate Crimes
119. Hazing
120. Henry VIII- Early Years, War Ships, Six Wives
121. Hillary Clinton
122. Hindu
123. Hoarding
124. Homo naledi – new human species
125. Hubert de Givenchy fashion
126. Islam

127. Jack the Ripper
128. Jerome Robbins dancer choreographer
129. John D Rockefeller
130. John Jacob Astor
131. John Nash
132. John Wilkes Booth
133. Judaism
134. Julia Child
135. Kenzo Takada fashion
136. Korean War
137. Last Czar of Russia- Czar Nicholas Romanov
138. Life After Death
139. Little Princes
140. Lost Books of the Bible
141. Magna Carta
142. Manhattan Project
143. Marcus Samuelsson
144. Mark Jacobs fashion
145. Marketing to children
146. Martha Graham dancer
147. Mary Queen of Scots
148. Mayflower
149. Medgar Evers
150. Medieval Castle Defenses
151. Minimum Wage
152. Montgomery Bus Boycott
153. Monuments Men
154. Mother Theresa
155. Mount Vernon
156. New Horizons probe (space exploration)
157. Oleg Cassini fashion
158. Organic farming
159. Paco Rabanne fashion
160. Panama Papers
161. Paris ISIS attack
162. Patriot Act
163. Pearl Harbor
164. Pentacostals
165. Pocahontas
166. Police corruption
167. Police weaponry
168. Ponce de Leon
169. Pope Francis
170. Popes
171. Progress in blood-brain barrier; technique to treat illnesses
172. Puritans/ America
173. Queen Elizabeth I
174. Queen Mary- Bloody Mary
175. Queen Victoria and Albert
176. Ralph Lauren fashion
177. Restoration of the White House
178. Richard III
179. Rise of Harvard College
180. Rise of Oxford College
181. Rise of Selfridges- London's first department store
182. Rise of the Seas
183. Robin Hood
184. Roman Architecture
185. Rosetta mission (space exploration)
186. Samuel Colt
187. San Bernardino, California ISIS attack
188. Scientology
189. Shakespeare
190. Sherman's March to the Sea
191. Sir Walter Raleigh
192. Slave Ships
193. Small Pox
194. Sonia Rykiel fashion
195. Space Exploration
196. Spanish Flu Epidemic
197. Stamp Act
198. Stealing of Abraham Lincoln's Body
199. Stem Cell Research
200. Student Athlete Compensation
201. Suffragettes
202. Susan B. Anthony
203. Sustainability of buildings
204. Sustainable agriculture
205. Sweat Shops/ Child Labor England
206. Swine flu
207. Syrian Refugee Crisis
208. Ted Cruz
209. Television violence
210. Tesla
211. Tesla cars
212. Theodore Roosevelt
213. Thomas Edison
214. Tower of London
215. Trail of Tears
216. Translation of the Bible
217. Tuskegee Airmen
218. Typhoid Mary
219. Underground Railroad
220. Vaccines and Children
221. Vanderbilt- Railroads
222. Vegetarianism
223. Vikings
224. Vivienne Westwood fashion
225. Vladimir Putin
226. War of 1812- Battle of New Orleans
227. Water Issues- Third World, Sanitation, etc.
228. Water on Mars
229. West Point
230. Whitehall Palace
231. Women in combat
232. Women in the Civil War
233. Work and Welfare
234. World War I
235. World War II
236. Wright Brothers
237. Yellow Fever- New Orleans
238. Yves Saint Laurent fashion
239. Zika Virus

ACCEPTED RESEARCH SOURCES

Books – Parts of Books, Edited Books, Translations, Reference Books
Essay in a collection
Separate Works/same author
Journals, Magazines, Newspapers, Editorials, Reviews
Electronic Resources/ Internet
Information Services
Government Documents
Legal Documents
Dissertations – abstracts
Radio/ Television Programs – from transcript
Interviews
Lectures
Artworks – sculpture, paintings, songs/lyrics, verse/drama
Sacred Texts
Pamphlets/ Brochures
Audio/Visual Materials

- **You may not use WIKIPEDIA.**

WEB SITES AND RESOURCES FOR SENIOR PROJECT

I. Research

- http://lakeshorehigh.stpsb.org/lhs_library.html
- <http://www.stpl-database-central.com/>

II. Research Paper

- www.easybib.com
- www.citationmachine.net
- <https://owl.english.purdue.edu/>

GUIDELINES FOR THE SENIOR PROJECT PORTFOLIO

Throughout the process of completing the Senior Project, you are required to document your learning experience. The portfolio provides the evaluation panel valuable insight into the process you used to create and deliver the product. Each teacher may vary the style of portfolio, but these instructions may be helpful to organize the materials.

Required Materials:

- Three Ring Binder – Clear plastic cover over the front (No flexible covers or oversized binders)
- Clear Plastic Page Protectors (approximately 50)
- Index Cards
- Flash drive

The following should be contained in each portfolio:

- Binder cover sheet
- First page of binder - title page
 - Documents section divider
 - Parent acknowledgement form
 - Research paper contract
 - Topic selection form
 - Letter of intent
 - Research section divider
 - 8 – 10 sources, each in its own page protector
 - Notecards and outline section divider
 - Notecards
 - Outline
 - Research paper section divider
 - Paper
 - Works cited page
 - Presentation section divider
 - Powerpoint
 - Presentation Rubric
 - Product Rubric
 - Final Reflection

MLA Format

Only MLA research style may be used for Senior Project research papers.

General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11 –inch paper.
- Double-space the text of your paper, and use 12 point Times New Roman font.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor’s guidelines.)
- Use italics throughout your paper for the titles of longer works and, only when absolutely necessary, to provide emphasis.

Formatting the First Page of Your Paper

- In the upper left-hand corner of the first page, list your name, your instructor’s name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks: write the title in Title Case (standard capitalization), not in all capital letters.
- Double-space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, Followed by a space with a page number; number all pages consecutively one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines).

The following website is an excellent source for MLA documentation:

<https://owl.english.purdue.edu/>

Senior Project

Research Paper Rubric

To be accepted for scoring, the research paper must have the following: documentation (Works Cited and in-text citations) and length of five to eight pages.

Section I – Form (MLA)				
	4	3	2	1
MLA Format – Typing/Spacing, Page Numbers/Order, Heading/Title				
Documentation – Correct form for in-text citations				
Works Cited – At least 8 – 10 correctly cited entries on Works Cited page				
Section II – Mechanics, Usage, Grammar				
Sentence Construction Errors – fused sentence/run-on error, comma splice/comma fault, mixed construction, garbled sentence, stringy sentence, parallelism				
Major Grammar Errors – subject/verb agreement, verb forms, pronoun case/usage/antecedent agreement, adjective-adverb usage (such as double negatives), misplaced/dangling modifiers				
Informal Language – incorrect word usage, contractions, slang, abbreviations, first or second person pronouns, shift in tense				
Minor Punctuation/Grammar/Spelling Errors – end marks, comma errors, underlining, quotation marks, spelling, capitalization				
Scoring: 4 = Excellent (no errors) 3 = Good (two or fewer errors) 2 = Average (four or fewer errors) 1 = Unacceptable or Poor (five or more errors)				
Section III – Content				
Introduction				
Thesis Statement – clearly stated, introduces the topic of the paper and the main points to be discussed				
Thesis/Concept development				
Organization				
Accuracy				
Citations				
Scoring: 4 = Excellent (demonstrates complete understanding of concept; shows thought, responds well to topic, and covers the appropriate scope of the assignment; is well developed with specific, detailed, relevant, and accurate support; is organized in a unified and coherent manner) 3 = Good (demonstrates understanding of concept with minimal misconception/confusion, responds with adequate analysis/response, elaborates with enough examples and acceptable reasoning but needs more specific details to fully develop thesis, needs more transitions to maintain unity and coherence) 2 = Average (demonstrates limited understanding, may demonstrate an acceptable thesis but lacks sufficient details to support both major and minor points, may digress, frequently lacks unity and coherence) 1 = Unacceptable or Poor (demonstrates little or no understanding, lacks a thesis or fails to maintain an acceptable one, frequently digresses, fails to provide supporting details or does not clarify relevance of details that are provided, lacks unity and coherence throughout)				

SENIOR PROJECT PRODUCT IDEAS

Fashion: Design a prom dress and sew the garment. Design a period costume and sew the garment.

Animal Rights: Volunteer at an animal shelter and document the experience in a video.

Business or Entrepreneur: Design a company and product with the intent to sell an item. Create the business plan.

Culinary Arts: Create a cookbook with original recipes.

Arts: Compose original music. Create a memory film for the senior class. Design and build an artistic item. Choreograph a dance and film it being performed. Music video. Paint, sculpt, or make pottery.

Photography: Create a scrapbook of original photos.

Environmental Design: Create a blueprint of an environmental friendly home.

Nursing: Shadow a nurse for a day and create a video of the experience.

Health Disorder/ Disease: Create an informative booklet on the disease with treatment options. Have a drive at Lakeshore High School to collect toys, magazines, or books for a hospital ward.

Education: Shadow a teacher and create a lesson. Film yourself teaching the lesson.

Automobiles: Film of a repair with step by step instructions on the repair.

Environment: Create a plan for school recycling. Adopt a highway program.

Alcohol: Create a campaign to educate the public about the dangers of the substance. Create a prom awareness program for Lakeshore High School. Create a seminar for the freshman class with handouts and educational material.

Sports: Produce an exercise routine DVD (Plan the routine and train people to perform the routine).

Homelessness: Volunteer for Habitat for Humanity, or a shelter or food kitchen. Document your experience.

Obesity: Create an art project that depicts healthy attitudes or positive images for people of all sizes. Design and teach a lesson on the subject. Design an exercise or weight loss program.

Politics: Volunteer to work for a candidate and document the experience.

Abuse: Organize a fund raiser for an organization. Document this process on a website or blog.

Justice and the Law: Coordinate with your history teacher and create a mock trial. Document this process

Internet Issues: Create an educational brochure on the proper use of the web. Teach a class this info.

Crime: Volunteer with a neighborhood watch program and document the experience.

ACL: Hold a clinic for the sports teams on the prevention of these.

Gun Issues: Build a gun cabinet with safety in mind. Create an anti –gun violence campaign.

Environmental Science: Adopt a highway program. Create an environmentally friendly area at school. Ask for donations from area business and utilize a club to create the area.

Senior Project

Sample Product Evaluation Rubric

		4	3	2	1
Utilization of resources	<ul style="list-style-type: none"> • Product supports research • Product enhances and extends the research topic; moving well beyond a simple restatement of the paper/PowerPoint 				
Planning and Management	<ul style="list-style-type: none"> • Realistic and thoughtful • Organizational skills indicated 				
Aesthetics	<ul style="list-style-type: none"> • Student took time to make the product visually pleasing 				
Creativity	<ul style="list-style-type: none"> • The product stands out from others of a similar nature • Takes research topic and relates it to one's own experience 				
Challenge component	<ul style="list-style-type: none"> • Demonstration of learning stretch • New learning shown • Evidence of personal growth 				

(Panel should give feedback in the form of specific comments)

Comments: _____

Scoring:
 4 = Excellent (demonstrates superior effort and results)
 3 = Good (quality and effort meet expectations)
 2 = Average (meets requirements)
 1 = Unacceptable or Poor (some requirements met, quality unacceptable)

Presentation Preparation

Structuring Your Presentation:

Preparing always takes far longer than you anticipate. Start early!

- Tell about your topic in a logical sequence.
- Stick to the key concepts. Avoid unnecessary details.
- If you are making a series of points, organize them from the most to the least important. The less important points can be skipped if you run short of time.
- Keep your sentences short, about 10-20 words each is ideal. This is the way people usually talk.
- Strive for clarity. Are these the best words for making your point? Are they unambiguous? Are you using unfamiliar jargon or acronyms?

Preparing Your Slides:

Presentation Design

- Let the picture or graphics tell the story - minimize the use of text.
- Don't overload your slides with too much text or data.
- FOCUS. In general, using a few powerful slides is the aim.
- Type key words in the PowerPoint Notes area listing what to say when displaying the slide. The notes are printable.
- Proofread everything, including visuals and numbers.
- Strive for similar line lengths for text.

Visual elements

- Use simple visuals. Don't confuse the audience.
- Use contrast: light on dark or dark on light.
- Graphics should make a key concept clearer.
- Place your graphics in a similar location within each screen.

Text

- Font size must be large enough to be easily read. Size 28 to 34 with a bold font is recommended.
- It is distracting if you use too wide a variety of fonts.
- Overuse of text is a common mistake.
 - Too much text makes the slide unreadable. You may just as well show a blank slide. Stick to a few key words.
 - If your audience is reading the slides they are not paying attention to you. If possible, make your point with graphics instead of text.

Numbers

- Numbers are usually confusing to the audience. Use as few as possible.
- Numbers should never be ultra precise:
 - "Anticipated Revenues of \$660,101.83" looks silly. Are your numbers that accurate? Just say \$660 thousand.
- Using only one number per sentence helps the audience absorb the data.

Charts

- Charts need to be clearly labeled.
- Numbers in tables are both hard to see and to understand. There is usually a better way to present your numerical data than with columns and rows of numbers. Get creative!

Backgrounds

- Backgrounds should never distract from the presentation.

- Using the default white background is hard on the viewer's eyes. You can easily add a design style or a color to the background.
- Backgrounds that are light colored with dark text, or vice versa, look good. A dark background with white font reduces glare.
- Consistent backgrounds add to a professional appearance.

Excitement

- Sounds and transition effects can be annoying. Use sparingly.
- Animation effects can be interesting when used in moderation.
- You can insert video and audio clips into PowerPoint.
- You can also insert hyperlinks.

Hints for Efficient Practice:

Timing - Practicing Your Presentation

- Talk through your presentation to see how much time you use for each slide.

Content

- Make a list of key words/concepts for each slide; put these on notecards if you wish
- Don't attempt to memorize your text;
- Think about the ideas, and your words will follow naturally.
- Record yourself doing your presentation. Watch it and make adjustments as necessary.

Delivering Your Talk:

Pre-Talk Preparation

- Plan to get there a few minutes early to set up and test the equipment.
- Dress appropriately for your audience.

Opening:

- Be sure to introduce yourself and your topic by giving a rehearsed opening statement; don't improvise at the last moment.
- Use the opening to catch the interest and attention of the audience.

Speaking

- Talk at a natural, moderate rate of speech
- Project your voice.
- Speak clearly, formally, and distinctly.
- Pause briefly to give your audience time to digest the information on each new slide.
- Don't read the slides aloud.

Body Language

- Keep your eyes on the audience
- Use natural gestures.
- Don't turn your back to the audience.
- Only use notes as reference points to keep you on track. Talk, don't read.

Questions

- Always leave time for a few questions at the end of the talk.
- If you allow questions during the talk, the presentation time will be about 25% more than the practice time.
- Relax. If you've done the research you can easily answer most questions.
- If you can't answer a question, say so. Don't apologize. "I don't have that information. I'll try to find out for you."

Length:

- To end on time, you must PRACTICE!
- When practicing, try to end early. You need to allow time for audience interruptions and questions.

Demeanor:

- Show some enthusiasm.
- Involve your audience. Ask questions, make eye contact, and use humor (if appropriate).
- Don't get distracted by audience noises or movements.
- You'll forget a minor point or two. Everybody does.
- If you temporarily lose your train of thought you can gain time to recover by asking if the audience has any questions.

Conclusion:

- Concisely summarize your key concepts and the main ideas of your presentation.
- Resist the temptation to add a few last impromptu words.
- End your talk with the summary statement or question you have prepared. What do you want them to do? What do you want them to remember?

Question and Answer Session:

- The panel may ask you anything, but these are some standard questions that are frequently asked:
 - Why did you choose this topic?
 - How much did you know about it before your research?
 - What was the most interesting/surprising/shocking thing you learned about your topic?
 - What do you consider most important for others to know about your topic?
 - What if anything would you do differently about your senior project?

Senior Project Presentation Evaluation Rubric

		4	3	2	1
Content and Challenge	<ul style="list-style-type: none"> • Demonstrates mastery of topic • Gives clear explanations • Shows evidence of time and effort 				
Organization	<ul style="list-style-type: none"> • Employs a dynamic attention-getter • Presents in a logical and organized, sequential order • Connects all project components • Presents conclusions and a closing statement • Stays within the allowed time limit 				
Presentation Aids	<ul style="list-style-type: none"> • Are relevant • Are error free (spelling and usage) • Are artistic and pleasing in design 				
Delivery	<ul style="list-style-type: none"> • Is articulate • Speaks in standard English extemporaneously • Maintains correct posture and poise • Sustains eye contact with audience • Is dressed professionally or clothing enhances presentation • Refers to rather than reads from the presentation aids 				
Question and Answer Period	<ul style="list-style-type: none"> • Responds to panel questions directly and accurately • Answers panel questions fluently and confidently • Demonstrates exceptional knowledge of research topic • Shows enthusiasm for topic 				

(Panel should give feedback in the form of specific comments)

Comments: _____

4 = Excellent (clear, logical, error free or almost so)
 3 = Good (clear, logical – can be improved; few errors – none interfere with understanding)
 2 = Average (orderly; some things unclear, with error)
 1 = Unacceptable or Poor (random order; errors interfere with understanding; many points unclear)

SENIOR PROJECT SELF-EVALUATION

This assignment for the Senior Project is a written self-reflection on your unique Senior Project journey. This reflection should be included in your portfolio. The following might help jog your memory and trigger your thoughts.

1. What were the best and worst moments of the entire project?
2. How has this experience changed you? (Skills, attitudes, habits, resources, capabilities, poise, etc.)
3. What would you change if you could do this again?
4. What advice do you have for next year's seniors?
5. What did you learn along the way which was unexpected and not anticipated?
6. Did completing the Senior Project allow you to see things in more depth?
7. Were you surprised by the complexity of your topic once you began your research or were you underwhelmed by its simplicity?
8. Which aspect of the Senior Project stretched your abilities the most?
9. How did you react to this challenge?
10. How do you feel now that the project is coming to a close?
11. Has this experience influenced the way you approach work, dealing with people or presenting yourself publicly?
12. Has this experience influenced your future planning in terms of work, education, or the development of personal interest?
13. In what way has the Senior Project changed your concept of yourself?
14. Are you more confident of your abilities? Are you more focused and directed?

SENIOR PROJECT
FORMS AND ASSIGNMENTS

SENIOR PROJECT
PARENT ACKNOWLEDGEMENT FORM

My child/ward _____ has shown me the letter regarding the research requirements for the Senior Project. I have read and understand the letter.

Name of Student (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Signature of Parent/Guardian: _____

Date: _____

Phone Number: _____

Email address: _____

SENIOR PROJECT

RESEARCH PAPER CONTRACT

Name: _____ Hour: _____

Date of Project: _____

Cheating: Lakeshore High School takes cheating very seriously, and you need to be aware of the consequences. If a student is caught cheating (1st time), a referral will be turned into the office to record the act and the parent is contacted; the student receives a ZERO. The second offense results in three day's suspension. **PLAGIARISM** is a form of cheating. Plagiarism means using someone else's original ideas or phrasing without giving them credit. You **MUST** give credit to the author for any of the following:

- Using the exact words the author did, even if they are in a different order.
- Using an author's original idea or conclusion, even if it is in your own words.
- Paraphrasing very closely.

I have received the Senior Project Research Paper guidelines and due dates for all components of the process. I understand that the due date for the Senior Project Research Paper is _____ . By signing below I acknowledge that I understand that **plagiarism** will be viewed as cheating and penalized as such. _____ has fully explained this assignment during the week of _____ when the guidelines were distributed and/or discussed with students.

Signature: _____ Date: _____

LETTER OF PROJECT INTENT

Before you begin, you must first write a letter of intent explaining what you plan to undertake as your project. Follow the format below, and be thorough in your explanations, as this is part of your grade. This must be typed in business format (block style), with a minimum of four sentences in each of the paragraphs. If you change your product, you must rewrite your letter. Use Times New Roman, 12 point.

Your address
City, State Zip
Day Month Year

Teacher's name
Address (school address)
City, State Zip

Dear Teacher's Name:

In paragraph one, begin with a general explanation of your area of interest and why you chose it.

In paragraph two, describe the specific research that you plan to focus on and what resources you plan to utilize. This paragraph should be lengthier than the first one as you explain specific portions of your research paper.

In paragraph three, you should

1. Describe your physical product
2. Identify whom you plan to involve as your mentor
3. Estimate how much you think it will cost
4. Identify other resources you might need to use

Start the paragraph with a transitional sentence that relates to the product of the paper.

In paragraph four, end the letter with a statement regarding the importance of meeting deadlines since late work receives negative consequences. Wrap it up with a concluding sentence and then sign your name.

Yours truly,
Sign your name.
Type your name

Skip four lines after you type your close and then type your name.
Sign in the space after the close.

**SENIOR PROJECT
CHALLENGE COMMITMENT**

Name: _____ **Period:** _____

Senior Project Description:

(Continue on back of sheet if needed) Teacher's Initials _____

I hereby declare that the above described project represents a challenge in my educational growth because:

- 1. I have never attempted or accomplished it before (must be new learning).**
- 2. I was not already planning to attempt it at this time.**
- 3. I consider it to rank high on a scale of significance.**

Also, if I am already skilled or knowledgeable in the general area in which this project falls, I declare it to represent a new endeavor sufficient to merit being considered an educational challenge for me.

I commit myself to the full completion of the project as described and initialed. If I wish to make any change, I must ask permission of my English IV teacher and rewrite the proposal. It must be made before the Rough Draft is due. Otherwise, I must proceed as stated above and receive a grade on that basis.

Print Full Name: _____

Signature: _____

Date: _____

