

*Anderson Valley High School*  
**SENIOR PROJECT 2009-2010-- STUDENT MANUAL**

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## THE SENIOR PROJECT, 2009-2010—OVERVIEW



### The Basics

The Senior Project is a graduation requirement. Its purpose to help students establish their academic independence and give them a chance to explore new areas, or to exhibit mastery in an already-known subject. The school staff's experience is that virtually all students -- even those who are unhappy at first about this additional requirement -- are content with the process at the end and are proud of what they have accomplished.

### Quarter by Quarter

- ❑ **In the fall**, the project is introduced to seniors, and seniors' parents are informed about this graduation requirement.
- ❑ **During the second quarter**, seniors decide on their projects and propose them to a committee of faculty in a General Letter of Intent. The faculty makes suggestions about the project, the paper idea, and possible community connections for the project.
- ❑ **During the second or third quarter**--depending on the section of Senior English they are enrolled in-- students write a **research paper\*** on a topic connected to their project. A more specific Senior-Mentor Agreement Letter is submitted in late February. Once a student secures a mentor and submits a clear project plan, he is free to begin the project. Early March through early May is the best time to carry out the project. It must be done outside of school and is not part of any course the student is

taking in school. Students may not be paid for the project, but expenses may be funded. The Anderson Valley Education Foundation considers students' applications for assistance with funding projects that benefit the community. Fund-raising in the community is acceptable for projects that serve the community in turn. Students must spend a minimum of 15 hours on the project outside of the school day. (Most students spend considerably more than 15 hours on the project.) Students who need to begin their projects before late February must apply for early approval.

- **The research paper** should be 2500-3000 words (about 6.5-7 complete pages). It should be formatted according to the *MLA Style Guide* (see also *Write for College*, *College Writer*, and Noodle Tools) and include an annotated bibliography of works cited and a title page or complete heading. Please submit all earlier drafts of the paper with the final draft, including teacher comments and score sheets. Final drafts should meet the AVH Literacy Standard of a "4" on a 6-point scale (holistic content, conventions and format score) and are graded by a faculty team of one English teacher and one core or elective subject teacher. If your final draft must be revised to meet standard, you may receive a grade deduction in your English class.
  
- **In May (fourth quarter)**, students complete a portfolio documenting and reflecting on the project experience and their overall growth throughout high school. Students then make an oral presentation about their project to an audience of students and a panel of faculty and community judges.

### **The Bottom Line**

Seniors must complete and receive a passing grade on all four phases: first, the Paper; second, the Project; third, the Oral Presentation; and fourth, the Portfolio -- in order to graduate from Anderson Valley High School. A Senior Project score of Minimal, Adequate, Notable, or Excellent will be noted on your transcripts.

## **PROJECT POSSIBILITIES**

Senior Projects usually fall into one of the categories listed below. The examples given are projects undertaken by AVHS seniors during the past several years.

### **Community Service**

- helping with animal rescue
- raising funds for Heifer, International
- helping with the Food Bank
- creating a film documenting early logging techniques
- working at a hospital or clinic
- organizing a blood drive
- working for Mendocino County Volunteer AIDS Network
- delivering flowers to senior citizens
- volunteering in a reforestation project
- volunteering for the Red Cross
- creating a PowerPoint on domestic violence services
- volunteering for a drug rehabilitation program
- organize a fund-raiser

### **Career Exploration**

- job shadowing the director of a musical
- job shadowing a deaf interpreter
- volunteering as to help elementary school students produce Science Fair projects
- job shadowing an automotive mechanic
- job shadowing with a nurse at the health clinic
- job shadowing with the California Highway Patrol
- job shadowing a contractor
- job shadowing

### **Service To The School**

- coaching elementary or junior high sports
- organize and teach at a junior high softball clinic
- coaching club volleyball, soccer, or basketball
- restoring the mural in the breezeway
- improving the school recycling program

- creating a film for gang or pregnancy prevention
- directing or producing a dance show
- teaching math, reading, or art at AVES
- teaching intervention at AVES (gang prevention, healthy choices, etc.)
- refurbishing the baseball scoreboard
- building a memorial for an alumnus
- plan and teach at an AP Spanish language retreat
- design and produce the AV Phone Directory
- produce a film about teen pregnancy for a junior high audience
- design and build an arbor in the Senior Oval
- organizing Bridging the Gap
- offer computer classes to senior citizens
- teaching adult ESL or Spanish
- teaching poetry, health, or history to the junior high
- organizing an open-gym as a healthy alternative
- building a structure to be donated to the school for student use (arbor, bench, memorial display case, etc.)

### **Artistic Or Craft Project**

- building a redwood bench
- building a cart for the AVHS gym stereo
- knitting a sweater
- making a doll and clothes
- making a quilt as part of a family tradition
- learning black-and-white photography
- producing a music video or a video on conceptual design
- creating an art exhibit or photography exhibit or slide show
- writing & publishing poetry or short stories
- write and illustrate a biography of a border crossing
- performing dramatic monologues
- acting in a community theater production
- directing a children's play
- directing a *baile folklorico* dance troupe
- directing an act to perform at the Variety Show
- producing a CD of Hawaiian vocals
- producing a CD of rap music
- produce a CD of Mexican elders' oral history
- collecting and transcribing oral history of early Valley immigrants
- writing a history of a local commune

### **Working With Vehicles, Animals, Plants, or Food**

- learning to make and market soap
- preparing a meal for students and staff (soul, Thai, or Italian, Louisianan, etc.)
- preparing a dessert banquet for the senior class
- restoring a classic car
- replacing an engine
- working with a fiberglass body kit
- training a horse
- training a guide dog
- growing vegetables for a salad bar
- conducting a horticulture experiment at a native plant nursery
- identifying native medicinal plants
- planting shade trees at the Community Park

### **Learning A New Art, Skill, Or Sport**

- learning and performing *karate*
- learning to skydive
- learning to scuba dive
- taking an aerobics course
- creating a cartoon using animation software
- taking a massage course
- researching family history and creating a slide show
- learning to auction on eBay
- doing college-level soccer training
- building a Sterling heat engine
- forging a sword
- design a skateboard truck
- learn and perform flamenco dance
- learn basic boxing moves

## **Project and Mentor-- FAQ's**

### **Does my Project have to include community service?**

No. Community service is not a required component. However, including a component in your project that "benefits others" will add points to your project score.

### **May I count my hours spent organization, planning, or on transportation?**

You need to spend 15 hours actually doing your project. You may count the organizational, planning, and transportation hours as extra beyond your minimum 15 project hours.

Example #1- You are planning tutoring lessons to tutor reading. 15 hours must be spent working with students on reading. The extra planning hours may also be counted.

Example #2- You are job shadowing a mentor in Fort Bragg. You need to actually observe your mentor for 15 hours. You may count your travel time as extra hours.

### **What if I need to be absent during school time to do my project?**

Some projects, such as job shadows, need to be accomplished during regular business hours. Please set these up so as to miss as little class time as possible. If you are going to miss class, you are expected to arrange missed class work and homework *in advance of your absence*. It is not acceptable for students to cut classes to work on the research paper, portfolio, or other last-minute project deadlines.

### **May I ask a teacher to be my mentor?**

Yes. Many teachers enjoy mentoring and value the chance to work with you on an individual project. Some projects naturally lend themselves to a school mentor.

Keep in mind, though, that the Senior Project was created to help students build a bridge between school and the Real World. *We strongly encourage you to make a connection with an adult mentor off-campus in the community.*

### **What are the rules for choosing a mentor?**

Mentors need to be at least 21 years of age. They need to be able to read and write Senior Project documents (we can translate documents for you into Spanish, if necessary).

Also important: Make sure the mentor you choose understands the importance school requirements and schools deadlines so you are supported in completing the project in a timely fashion. Some students have had problems with mentors who leave jobs or leave town unexpectedly, so try to communicate the need for a clear time commitment from your mentor at the outset.

### **How will my project be judged?**

A panel of teachers and community members will hear your speech, read your portfolio, and score your overall project. They will score you holistically. This means they will look at the quality of your portfolio and paper, the quality of your project, the quality of your speech, and how well you answered questions. Ability to reflect on how the Project experience benefited you is also important.

In judging you, one of the first questions they will ask is, "Did the student do what s/he committed to in the Letters of Intent?"

(There will be many other students and teachers in the audience.)

## Special Instructions for Projects in the Field of Coaching

Coaching is a job involving many skills. The coach you see on the volleyball or basketball court, or on the football or soccer field, puts in a lot of behind-the-scenes effort before the game begins. If you are considering a project coaching a sport or running a sports clinic, there are several things to keep in mind:

- 1- Preparing to coach a practice is a lot like preparing a classroom lesson plan. Are you willing to put in preparation time to make each practice run smoothly as your young athletes learn a progression of skills?
- 2- What is the age group you will be working with? Are you prepared to handle the social and emotional problems involved with this age group?
- 3- Are you being realistic about the amount of time involved? Can you commit yourself to a practice schedule (in which you arrive earlier and leave later than anybody else)? Have you factored in travel time to games, if there are to be games? What about the time it takes to coordinate a practice space and travel arrangements? What if the weather doesn't cooperate? How will you advertise and get players to participate? If you are an athlete, do your own practice and game times conflict with your coaching schedule?
- 4- Your Senior Project should be a stretch of existing skills. How will this project help you in real world after high school? Does it support your career goals?

After giving careful thought to these questions, you should consider some special requirements you need to satisfy before a coaching-related project will be approved:

1. An adult faculty member or community member must supervise ALL PRACTICES AT ALL TIMES.
2. This adult will function as a mentor. You are responsible to communicate to this person a complete practice schedule and game schedule.
3. These considerations should be shared with your coach-mentor who will be helping you draft your Senior-Mentor Agreement Letter that you both sign.
4. If you are proposing to do a coaching project, please address all of the considerations listed here in your **General Letter of Intent and your Senior-Mentor Agreement Letter.**

## Instructions for the General Letter of Intent

Seniors use the General Letter of Intent to propose their basic Senior Project idea and the subject area of their Research Paper to a faculty committee. Your Faculty Committee will consider your letter and approve it or suggest revisions. They will inform you if your plans are realistic, too modest, or too ambitious. They may also suggest community contacts or paper topics. **The letter of intent is a commitment to a *general area of interest*. A second letter, written jointly with the senior and the mentor, will outline the project in more detail.** (*See Senior-Mentor Agreement Letter below.*)

Type your General Letter of Intent in proper business letter format. Address your letter to the Senior Project Committee, Anderson Valley High School, P.O. Box 130, Boonville, CA 95415. A letter that's not written in correct English or is not in business format will not be approved. Unsigned letters will not be considered until signed. (*See Write for College page 134-135 or College Writer 408-409.*)

Note #1: You can't get credit for hours spent on a project until after your Senior-Mentor Agreement Letter has been approved.

Note #2: Your paper and your project must be related in general subject area (medicine, education, animals, etc.), but they do not have to be on exactly the same detailed topic. You may not write a how-to research paper that describes how you did your project.

Note #3: Once you have written your research paper, you are committed to doing a project that relates to it.

Here's what you need to cover in your Letter of Intent:

- Identify the general area of interest of your paper and project (sports, automobiles, education, engineering, medicine, animals, poetry, the culture of a specific country, etc. etc.)/ Say what interests you about it and what experience, if any, you already have in it.

- Identify the category of your project: community service; career exploration; service to the school; artistic or craft project; working with vehicles, plants, animals, or food; or learning a new skill, art, or sport. (*Projects are often a combination of categories.*) Be as specific as you can in describing what you hope to accomplish in your project, but know that we do not expect you to declare all the fine details until you write your Senior-Mentor Agreement Letter.
  
- Identify your paper topic. Give a general overview of what you intend to research and where you plan to find out about it.
  
- Make it clear that you understand what plagiarism is and state a commitment that you will not plagiarize when researching and writing your paper. A definition of plagiarism may be found in the *MLA Guide* and in *College Writer* (page 297-298) and *Write for College* (page 471-473).

## **Instructions for the Senior-Mentor Agreement Letter**

Students will write the Agreement Letter with their mentors. We recommend that the student meet with the mentor to create a rough draft of the Agreement; students should type and edit the letter, then present it to the mentor to sign.

Here's what you need to cover in your Agreement Letter:

- ◆ What do you hope to accomplish during your Senior Project? What will you make, do, experience and/or learn?
- ◆ Who is your mentor? Please give mentor's name, a full mailing address, and a daytime phone.
- ◆ What role will your mentor play in your project?
- ◆ What is your proposed timeline for this project? When will it begin and end? How many hours do you anticipate needing to complete the project?
- ◆ How often does your mentor expect you to check in on your project's progress? How will this happen?
- ◆ What materials will be needed for this project?
- ◆ Will there be cost involved? If so, how will you pay for the project?
- ◆ What are your transportation needs, and how will you meet them?

**Once approved, this Agreement Letter becomes a formal commitment involving you, your mentor, and the school. If you find you must change your paper topic, you'll need to submit a letter of amendment. If you need to change your project, you'll need to submit a new Senior-Mentor Agreement Letter with both signatures.**

## Guidelines for Early Approval

The senior project is normally carried out during March and April. If you have a legitimate reason to begin your project earlier than March, you need to apply for early approval.

What's a legitimate reason? Here are some:

- 1) Your project can't be done in the spring. For example:
  - You're coaching volleyball or soccer.
  - You're apprenticing with a ski instructor.
  
- 2) Your project runs all year, either because it's scheduled that way or because you need the whole year to complete it. For example:
  - Your project is to be student rep on the school board.
  - You are doing stream restoration and need to collect data over 6 months' time.
  
- 3) You've got approval to graduate in January.
  
- 4) You're involved in a community project that's going on earlier than March. For example:
  - You're helping with pet adoption through Anderson Valley Animal Rescue, and there is a dire need to begin helping immediately.

Merely a strong itch to get your project over and done with is not a legitimate reason for early approval.

To apply for early approval, *combine* your **General Letter of Intent** and the **Senior-Mentor Agreement Letter** . Insert a paragraph that states your need for early approval and your reasons why.

Note: Judges tend to expect a lot from a senior who starts the project early and has more time to complete it. Be sure to use early approval to your advantage, if you ask for it.

### **The Bottom Line:**

Until your letter of intent is approved and your request for early approval is granted, you will not get credit for any hours put into your project. Don't do your project and then apply for approval. It won't fly.

## Project Amendments & Paper Topic Changes

### Project Amendment

It is natural that your project plans will change a little bit as you fine tune the details. The Orals Judges will look at your Senior-Mentor Agreement Letter and judge you based on your project design. If you make a significant change to your project, please submit an **amendment** (*see below*).

Example of a reasonable amendment:

*You committed to deliver hot meals to senior citizens as your Senior Project. You discovered there is already a Hot Meals Program for the elderly in our community, so you volunteer with that organization, instead.*

Example of an unacceptable amendment:

*You committed to an ambitious project of designing a web site based on AV history. You're running out of time and ask if you can just make a poster, instead.*

### Paper Amendment

Teachers and judges do not expect your research topic to be extremely well developed before you begin your research. It is expected that your topic will change as you juggle available sources and learn more about the subject.

- 5. If your paper topic is simply refined, you do not need to amend. If you choose to do a topic recommended to you in response to your letters, you do not need to amend.**
- 6. If your paper is dramatically different than your original plan, please amend. This is to avoid confusing the judges when they view your portfolio.**

For either project or paper change, write *a very brief business letter* explaining the original plan, the new plan, and why you are changing. We will only contact you if it looks like there may be a problem.

## **Journals (sometimes called Logs)**

Journals and self-evaluation statements are required as documentary evidence of your work on your Senior Project. They should be included in your Portfolio, along with the Verification form. The members of your Oral Board will review the Journal, the Self-evaluation, and the Mentor Verification, together with your Research Paper and Letter of Intent. These items will comprise a Portfolio to give the board members a sense of your experience with your project.

The **Journal** should state what you have accomplished at intervals as the project progresses. Once you have begun working intensively on your project, the journals should cover periods of a week or less. (Your first entry, though, might cover the early months of your work, when you were planning the project and setting it in place through phone calls and other contacts.) An entry might look like this:

### FIRST WEEK (March 1-6, 2008)

During this week I made two trips to Ukiah to purchase all the materials I'll need to build my table. I met with my mentor to discuss what I'll be doing and to review the plans for the table. I'm going to have to order the hardware by mail from a cabinetmakers' supply house; otherwise, I experienced no problems and am ready to start building. Total time: 4.5 hours.

Your rough draft of your journal may be hand-written; you may even want to purchase a small notebook or diary to help you document your project hours. Despite its informal nature, the Journal that the Senior Project Judging Panel sees should be typed, neatly laid out, competently written, and proofread so that it is free of errors.\* Make sure you head up your journal with your name and a phrase identifying the nature of your project. Format the Journal consistently, so it easy to see the hours you have compiled. At the end of the Journal, add up your hours so far, sign it, and date it.

*\*As with all the documents that compile your Senior Project Portfolio, it will be judged for writing conventions as well as content.*

## **Cover Letter and Self-evaluation Statement**

The **Cover Letter** is the first thing the judges see when they open your portfolio. It is an upbeat invitation to learn more about your Project experience. This may be a chance to personalize your portfolio a bit with details about your plans after high school. This is not a place to make excuses or discuss personal hardships.

The **Self-evaluation Statement** summarizes your project as a personal experience. You should include:

- What you expected from the project before you began it;
- The nature of the experience, including satisfactions, difficulties overcome, skills learned, and/or knowledge gained;
- An evaluation of the experience now that it is complete.

The self-evaluation statement should be a typed page or more. Like the journal, it should be clear and correct.

## **The Portfolio**

The Portfolio is viewed in advance by your oral board judges. It is a visual and written record of an accomplished senior year. The better it looks, the better you look. The quality and depth of the research paper is part of your Oral Boards grade. The portfolio is due May ))))))), approximately a week before your orals.

### **Portfolio Contents**

**Be sure to save all your Letters, Responses, the Research Paper, and documentation.**

#### **At least:**

- ◆ a table of contents
  - *Everything corrected, polished*
  - a letter of introduction to the panelists
  - letter(s) of intent and committee response(s)-- Order these so that they tell your story. Correct them but do not alter their content.
  - research paper (passed and corrected version)
  - verification from mentor
  - log/journal detailed, typed
  - self-evaluation
  - proof that project occurred (photos, videos, mementos, materials lists, schedules, sketches, etc)

#### **Perhaps also:**

- a resume of high school accomplishments in sports, extra-curricular activities, academics, career, etc.
- other personalized items that show you are a successful, competent student ready to graduate.

## The Oral Boards

The Oral Board is the final hurdle for passing the project. This is the point at which you present your paper, project, and portfolio in a multi-media speech to a panel of teachers and community members. AVH underclassmen will comprise your audience. You may invite family and friends, too.

You will speak for a minimum of 10 minutes—to a maximum of 20 minutes—before your judging panel. Then the panel will ask you questions about your paper, your project, and your growth as a person through the experience.

Here are some tips for preparing the presentation:

- plan the speech & visuals carefully
- you may use note cards
- practice, practice, practice!
- get feedback on volume, pace, pronunciation and enunciation
- visit the room where your speech is scheduled
- using technology for your speech? Trouble-shoot any problems by doing a complete run-through in advance.
- ***look sharp and professional***
- *or* “dress the part” and explain your costume to the panel
- winging it never works, but average-quality projects sometimes become better ones with good speeches

When you are finished speaking, the judges will ask questions. Sometimes the judges also allow questions from the student audience.

Judges will discuss your presentation and portfolio privately. They will do individual point sheets which are averaged to reach a point average. The point average will determine your score. The scores and judges' comments will be available to you in writing the next day. Senior Project Scores are part of your high school transcripts and will be seen by colleges.

## **Letter to the Audience**

You will have an audience of students watching your presentation. Before your formal speech begins, as the judges prepare questions and review your portfolio, you will read a very brief letter to your student audience. You do not have to type it or include it in your portfolio, but please don't "wing it":

The letter should:

- ◆ introduce yourself to the audience;
- ◆ briefly explain the paper and project;
- ◆ invite the audience to share your project experience;
- ◆ reflect on the project experience, overall;
- ◆ offer peer advice on what to do and not do to accomplish the senior project;
- ◆ The judges will overhear this advice. Although the tone you use to address; your peers will be informal, be aware that you still need to make a good impression, overall.

You may make your letter more personal than your speech will be. You are speaking to your peers, but try to maintain a personable rather than soul-bearing tone in the letter.

After you read your letter, the formal speech to your judges begins.

*These are the criteria to be used to score your Oral Presentations.*

## **ORAL PRESENTATIONS MINIMUM REQUIREMENTS-- GENERAL STANDARDS**

- ◆ A portfolio should be submitted by the published due date.
- ◆ The presentation should be organized and well-rehearsed, but need not be memorized.
- ◆ Note cards may be used.
- ◆ Delivery should be loud and clear, with good pronunciation and articulation.
- ◆ Speech should be a minimum of 10 minutes in length. Use of audio or visual aids are encouraged. Students may choose to narrate over a video or PowerPoint presentation. Still, we need to hear your live voice for ten minutes minimum.
- ◆ Content of speech should include information about the research paper, as well as a detailed account of the project.
- ◆ Student should use vocabulary appropriate to the project, i.e.; will know the correct terminology for a desktop publishing program; will know the correct terms for tennis moves, etc.
- ◆ Student will be able to competently answer panelists' questions, providing additional reflection or insight into the project experience.
- ◆ English-as-second-language students will present in English but may need questions repeated or rephrased.

## ANDERSON VALLEY HIGH SCHOOL SENIOR PROJECT TIMELINE 2009-2010

•❖ Deadlines labeled "**Important Deadline**" count toward your overall score in May. Missed deadlines result in point deductions from your final score.

### *Quarter 1-- EARLY PLANNING*

•❖ An overview of The Senior Project is presented to the senior class. Parents of seniors receive a letter explaining The Project. Seniors are encouraged to seek advice on project plans from faculty, PLP Advisor, family, and community members.

Quarter 1 ends October 23, 2009 (Friday)

\* \* \*

### *Quarter 2-- GENERAL LETTER OF INTENT*

#### **December 4, 2009 (Friday) -- IMPORTANT DEADLINE**

**General Letter of Intent due in the office by 4:00 p.m.** *(For content, see samples on reserve in the Library; for format, consult the College Writer.)*  
***Students leaving on Independent Study before this date should submit their Letter of Intent in advance.***

•❖ The General Letter of Intent describes the Research Paper topic idea and the general area of interest for your proposed senior project. A faculty committee reviews your plan and offers suggestions and comments. Submit all letters to the office. **(Save all copies of: Letters and Responses, Research Paper drafts, Journals, and other documentation for your Portfolio.)**

December 8, 2009 (Tuesday)

Review of General Letters of Intent by faculty

Quarter 2 & Semester I end January 15, 2010.

\* \* \*

### *Quarter 3-- RESEARCH PAPER AND SENIOR-MENTOR AGREEMENT LETTER*

•❖ The research paper, of 2500-3000 words (6-1/2 minimum double-spaced pages in 12-pt. font), is written on a topic related to the project. It follows formal MLA research guidelines using the Noodle Tools support service and requires full citations and an annotated bibliography. The Research Paper is the last writing benchmark and is written as a process essay. Submit all research paper drafts to your English teacher.

•❖ **Due dates for research paper** outline, rough draft, revision, and final draft **will be set by individual English teachers.** Generally, the research paper is accomplished in Quarter 3. The research paper is graded by an English teacher and one other faculty member on a 6-point holistic rubric. Submitting late papers past the deadline set in the class will lower your quarter grade.

•❖ January and early February are good times to review your PLP file and consider a project which addresses your own areas of strength and weakness. You may wish to set up an informal PLP meeting with your advisor to assist you with project planning.

#### **February 25, 2010 (Thursday) -- IMPORTANT DEADLINE**

**Senior-Mentor Agreement Letter due in the office by 4:00 p.m.** (*See the web site for content guidelines. Consult College Writer or Write for College for format.*)

•❖ The Senior-Mentor Agreement Letter gives specific details about the project and is signed by both the student and the mentor. When approved by the Senior Project Committee, it becomes a formal commitment. Senior Project judges look carefully at the project described in this letter. Completing the project to which you have committed is an important part of your score. After this point, if you change your project, a letter of revision must be filed and approved. Minor revisions may be done with an Amendment to the Project. Major revisions will require a new Senior-Mentor Agreement Letter. Submit all letters to the office.

**February 25, 2010, is also the Last Day for Independent Study Students to file a Letter Intent which includes paper topic and mentor agreement.**

**You are free to begin your project as soon as your co-signed Mentor Agreement Letter has been submitted. The official start date is March 1, 2010 (Monday).**

Quarter 3 ends March 19, 20210 (Friday)

Spring Break March 29—April 2, 2010

\* \* \*

*Quarter 4-- THE PROJECT, PORTFOLIO, AND ORAL BOARDS*

**April 6, 2010 (Tuesday after Vacation) -- IMPORTANT DEADLINE. Journal Checkpoint. Summary of hours achieved so far logged in a journal is due at 4:00 p.m. (See the sample above.) Please submit an itemization of time spent, plus a total of hours completed so far. Journals must include date, activity, hours spent and total hours. You should be half-way done with your project.**

April 6, 2010 (Tuesday) Faculty scores seniors' final drafts of research paper (a benchmark). Students who have not submitted an adequate final draft by this point are jeopardizing graduation.

**Watch for announcements of local scholarship deadlines, usually at the end of April.**

**AP Students:** Please budget your time wisely. Early completion of projects and early submission of portfolios is strongly encouraged so as not to interfere with May AP Exams.

**May 3, 2010 (Monday)-- IMPORTANT DEADLINE**  
**Mentor verification due by 3:30 p.m. in the office. Your mentor should be able to verify seeing the beginning, middle, and end of your project.**

•❖ Copies of the Mentor Verification will be returned to you for your portfolio.

**May 4, 2010 (Tuesday)**

**Teachers and Staff participate in a Dress Rehearsal for Senior Project Oral Boards**

**Portfolios due May 4, 2010 (Friday) -- IMPORTANT DEADLINE**

**Portfolio due by 4:00 p.m. in the office.**

•❖ Please submit 3 copies of Portfolio. **Save all copies of: Letters and Responses, Research Paper drafts, Journals, and other documentation for your Portfolio.** (*See the list of what to include in the portfolio on our web site. See the copies of former graduates' portfolios on reserve in the library.*)

**Senior Project Oral Boards May 11 & 12, 2010**

•❖ Judged Oral Boards will be held within the school day . You will be presenting to a panel of teachers and community judges and an audience of students. Your job is to prepare a presentation that describes your research paper, senior project experience, and growth as a person.

**Graduation June 3, 2010**

Quarter 4 & Semester II end June 4, 2010 (Friday, Last Day of School)

**The bottom line:**

- ❖ a research paper passing in content, organization, length, format, documentation, and writing conventions is required for graduation;
- ❖ a verified project, a passing paper, and completed portfolios submitted in triplicate are required to participate in oral boards;
- ❖ passing oral boards with a panel of teachers and community members (portfolio review, speech, question-answer session) is required for graduation.

