

Anderson Valley High School
SENIOR PROJECT 2011-2012-- STUDENT MANUAL

Table of Contents

Overview of Expectationspage 2

Project Possibilities.....page 4

Projects and Mentors: Frequently Asked Questions.....page 7

Special Instructions for Coaching Projects.....page 9

General Letter of Intent.....page 10

Mentor Agreement Letter.....page 12

Early Approval.....page 13

Project Amendments and Paper Topic Changes.....page 15

Logs.....page 16

Cover Letter and Self-evaluation.....page 17

Portfolio Contents.....page 18

Oral Presentations.....page 19

Letter to the Audience.....page 20

Oral Presentation & Portfolio Judging Guidelines.....page 21

Project Judging Guidelines.....page 22

Timeline: Important Dates and Deadlines.....page 24

THE SENIOR PROJECT— An OVERVIEW



The Basics

The Senior Project is a graduation requirement. Its purpose is to help students establish their academic independence and to 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 late 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 the end of April is the best time to carry out the project, but projects may be started once the Mentor-Agreement Letter is

submitted. They 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 their school day. (Most students spend considerably more than 15 hours on the project. The length and ambitiousness of the project is one thing the judges consider.) 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 typed 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. Students should 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 the student's English teacher. A second teacher grader juries borderline pass scores of "3's and 4's". If the final draft must be revised to meet graduation standard, the student will likely receive a grade deduction in 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 Superior will be noted on the 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 or at Plowshares
- 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 hours, 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. If you disappear from class without permission to work on any part of your project, it is considered a cut. 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: Choose a mentor who understands the importance of the project and has a sense of high school expectations. 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 when you begin the planning phase.

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 use a set of guidelines, then give you points. 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 speak about your Project experience in academic language is important. Ability to reflect on how the Project experience benefited you is also important. You also get points for meeting each important deadline throughout the year. (And you lose points for not meeting deadlines.) The judges' scores are averaged for a total score.

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?"

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 will arrive earlier and leave later than anybody else)? Have you factored in travel time to games, if there will 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, will 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 the real world after high school? Does it support your career goals?

After giving careful thought to these questions, you should address these special requirements 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 is 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. However, we do sometimes "grandfather in" hours by special request.

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 the exact, 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 (*see page 4, "Project Possibilities*): 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. . (If your paper changes, there is a simple, short letter of explanation you can write.) (*See Change of Paper Topic, p. 15.*)
- Make it clear that you understand what plagiarism is by defining it in your own words and write a commitment that you will not plagiarize when researching and writing your paper. A definition of Plagiarism and Cheating and the consequences may be found in the new section of the Student Handbook. Please review it before writing this section. You will also find definitions in the *MLA Guide* and *College Writer*.

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. It is very helpful if you also include an email address.
- ◆ What role will your mentor play in your project?
- ◆ What is your proposed timeline for this project? What stages will be involved in the 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?
- ◆ How will you document the project? All students are required to keep a log of their project hours and activities, but what else will you produce that shows that the project occurred?
- ◆ What materials will be needed for this project? If you will not need materials, say so.
- ◆ Will there be cost involved? If so, how will you pay for the project? If there will not be a cost, say so.
- ◆ What are your transportation needs, and how will you meet them? If you will not need transportation, say so.

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 want to help glean vegetables for local food banks and soup kitchens. Since local gardens are most productive in the late summer and early fall, you need to get approved early.

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 the student rep. on the school board.

You are doing stream restoration and need to collect data over 6 months' time.

You are documenting the whole year in a film and will need additional editing time, beyond two months' worth.

3) You've got approval to graduate in January.

4) You're involved in a community project, which will occur 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.

Just wanting to get the project "over with" so you can check it off your Senior To Do List is not a viable 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 Mentor Agreement Letter 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 work.

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 Oral Presentation 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 Project 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 Project 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.

***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.**

***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 a 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.

Logs

Logs 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 Verification Forms are sent to mentors, who send them back. We will make copies for you before the Portfolio due date.) The members of your Oral Presentation Judging Panel will review the Log, the Self-evaluation, and the Mentor Verification, together with your Research Paper and Letters of Intent. These items will comprise a Portfolio to give the judges a sense of your experience with your project.

The **Log** should state what you have accomplished at intervals as the project progresses. Once you have begun working intensively on your project, the Logs 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 Log 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 Log 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 Log with your name and a phrase identifying the nature of your project. Format the Log consistently, so it easy to see the hours you have compiled. At the end of the Log, add up your hours so far, sign it, and date it. (*Please see the Log form at the very end of this Manual.*)

**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 a positive-sounding 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 Log, it should be clear and correct.

The Portfolio

Your Oral Presentation judges view the Portfolio in advance. It is a visual and written record of an accomplished senior year. The better it looks, the better you look. The grade you earn in English class on your Research Paper is part of your Oral Presentation score. The Portfolio is due in early May, approximately two weeks before the Oral Presentations occur.

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-- detailed, typed
 - Self-evaluation
 - Project Documentation (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 Presentation

The Oral Presentation 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. There may be time for audience questions, too.

Here are some tips for preparing the presentation:

- Plan the speech & visuals carefully;
- The speech should cover the Paper and the Project experience;
- There is no set order for the speech, but do organize the content logically. Be sure to cover the most important points within the time limit;
- Use academic and content language during the whole speech and during the Question Session;
- You may use note cards;
- Practice, practice, practice!; also anticipate judges' questions and practice your answers;
- Get feedback on volume, pace, and pronunciation from school, peer, or family “coaches”;
- 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. There will be a place on your score sheet for the judges to find out if you did your Technology Rehearsal in advance;
- ***Look sharp and professional;***
- *Or* “dress the part” and explain your costume to the panel;
- Making up the speech as you go never works, but average-quality projects sometimes become better ones with good speeches.

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 judges' decisions are final. 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 Oral Presentation. Before your formal speech begins, as the judges prepare questions and review your portfolio, you will read a very brief, informal letter to your student audience. You do not have to type it or include it in your portfolio, but please don't just make it up.

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 positive, friendly tone.

After you read your letter, the formal Oral Presentation speech to your judges begins. Good luck!

In addition to scoring sheet with points in the categories of Project, Presentation, Portfolio, and Deadlines, the judges will use these guidelines to score your presentation:

Guidelines for Judging

Anderson Valley High School Senior Project Oral Presentations

- ◆ Students are advised to give a brief, casual “Advice to My Peers” speech as a warm-up for the audience. You are not grading this brief warm-up speech.
- ◆ The presentation should be organized and well-practiced, but need not be memorized. Note cards or notes may be used.
- ◆ Delivery should be loud and clear, with good pronunciation.
- ◆ The speech should be a minimum of 10 minutes in length—and a maximum of 20 minutes. You should hear the student’s live voice for a total of ten minutes, not counting Q&A, even if the student plays a film or audio clip in the middle of his speech. *Note:* This expectation is often shortened for our Special Education students.
- ◆ Use of a audio or visual aids are encouraged. Students may choose to narrate over a DVD or PowerPoint presentation. We accept a broad range of “audio / visual aids,” ranging from wearing a costume appropriate to the project to multi-media technology. We offer all students the option of doing a PowerPoint with student technology support. Students are expected to attend a Technology Rehearsal in advance of the presentation day.
- ◆ The content of the speech should include information about the research paper, as well as a detailed account of the project. Students are instructed to reflect on what they learned about the topic(s) as well as what they learned about the process and themselves.
- ◆ The student should use vocabulary appropriate to the project, i.e.; will know the correct terminology for learning to use a software program, or will know the correct names for wood-working tools, etc. Student should use Standard English and academic vocabulary.
- ◆ The student will be able to competently answer panelists' questions, providing additional reflection or insight into the project experience. It is acceptable for a student to ask to have a question repeated or rephrased.

The Portfolio

- The portfolio should be attractive and well-organized.
- The portfolio should contain: a cover letter, letters between the senior and the committee, a log of hours, the research paper, a self-evaluation, and any other evidence of the project. (NOTE: It is acceptable for the research paper to contain

some personal observation. It is acceptable for the senior to have used the short or the long self-evaluation guidelines.)

- All documents should be in correct standard English.

ANDERSON VALLEY HIGH SCHOOL SENIOR PROJECT

Guidelines for Judging Different Types of Projects (*Projects may be a combination.*)

Working on a product or craft

With this type of project, the student is producing a concrete project for evaluation or repairing and/or manipulating an existing product. Examples are a woodworking project or the repair or modification of a vehicle. When possible, the oral boards presentation will include actual display and demonstration of the product.

Additional criteria are:

- student's product *reflects concern* for craftsmanship and professional execution
- the work should accurately conform to the original plan
- materials selected should be suitable for the application
- attention is paid to neatness and detail
- the product should function as planned

Learning a new art, skill or sport

This type of project involves learning a brand new skill or deepening the knowledge of an existing interest. As examples, a student may choose to learn how to dance the tango or undertake an advanced automotive repair. Projects that are products may have the appearance of beginner's work, but the student should show awareness of the standards for craftsmanship in the chosen field. (*See standards above.*) For example, a student who attempts a beginning sewing project under the tutelage of a mentor may not produce a dress that looks professionally made; however, the student should be able to point out areas for improvement on the dress. The presentation should focus on demonstrating the new art, skill, or sport learned.

Career exploration (investigation, apprenticeship or job shadow)

In an investigation, the student explores an area of interest, such as learning how to manage a business, or learning what is involved in being an X-Ray technician. Several adult contacts may be involved in this type of project. It may involve additional interviews (beyond the research paper done in English class). The presentation will clearly demonstrate organization and synthesis of the information.

A student in an apprenticeship or job shadow has worked closely with an adult who is a professional or expert in the field. An example is a student who job shadows a nurse. The student may be observing to get an overview of the job or may be doing hands-on work as a volunteer to gain work experience. For these career exploration projects, the student's presentation should focus on what was learned.

Volunteer for the school or community

This type of project will be oriented toward social service. The student may be: assisting peers or younger children; volunteering for an organization; creating a service; or repairing or restoring school or community property. This kind of project often crosses

over into career exploration or making a product. Volunteer projects range from being an assistant coach to organizing a blood drive for the Red Cross. The presentation will clearly address what was learned by doing service for others.

ANDERSON VALLEY HIGH SCHOOL SENIOR PROJECT TIMELINE 2011-2012

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

Quarter 2-- EARLY PLANNING & GENERAL LETTER OF INTENT

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.

December 5, 2011 (Monday) -- 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 Letters 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, Logs, and other documentation for your Portfolio.)**

December 6, 2011 (Tuesday)

Review of General Letters of Intent by faculty

Quarter 2 & Semester I end Friday, December 16, 2011.

* * *

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 individual English teachers will set final draft. Generally, the research paper is accomplished in Quarter 3. The research paper is graded by an English teacher and possibly one other teacher on a 6-point holistic scoring guide. Submitting late papers past the deadline set in the class will lower your quarter grade. Submitting a final draft which does not meet the passing score of a “4” will lower your grade, and you will have to revise it until it passes.

January and early February are good times to review your PLP file and consider a project which addresses goals as well as 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 16, 2012 (Thursday) -- IMPORTANT DEADLINE

The Senior-Mentor Agreement Letter is 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.)

Presidents' Weekend Feb. 17-20, 2012

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 16, 2012, is also the Last Day for Independent Study Students to file a Letter Intent, which includes paper topic, and mentor agreement.

All Seniors: You are free to begin your project as soon as your co-signed Mentor Agreement Letter has been submitted. The official start date is February 27, 2012 (Monday).

Quarter 3 ends March 16, 2012 (Friday)

* * *

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

Spring Break March 26-31, 2012

April 3, 2012 (Tuesday after Vacation) -- IMPORTANT DEADLINE. Log Checkpoint. Summary of hours achieved so far is due at 4:00 p.m. (See the sample.) Please submit an itemization of time spent, plus a total of hours completed up to this point. Journals must include date, activity, hours spent and total hours. You should be halfway done with your project!

April 3, 2012 (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 1, 2012 (Tuesday)-- IMPORTANT DEADLINE
Mentor Verification due by 4:00 p.m. in the office. Your mentor should be able to verify seeing the beginning, middle, and end of your project, at a minimum.

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

May 8, 2012 (Tuesday)
Teachers and Staff participate in a Dress Rehearsal for Senior Project Oral Presentations

Portfolios due May 8, 2012 (Tuesday) -- 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, Logs, 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 Presentations May 15 & 16, 2012

Judged Oral Presentations 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.

Quarter 4 ends June 1, 2012. Finals Week June 4-7, 2012.

Graduation June 7, 2012

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 a completed Portfolio submitted in triplicate are required to participate in the Oral Presentation;

Passing the Oral Presentations with a panel of teachers and community member judges (portfolio review, speech, question-answer session) is required for graduation.

You may print a copy of this Log for your records. Please do not print the whole Senior Project Manual. Please ask for help printing a single page of this document if you need it.

Anderson Valley Senior Project- Log

due date for Senior Project Check Point: _____

Senior's Name _____

Title of Project _____

Number of hours you predicted project would take? _____

day/month/year	description of activity	hours and minutes spent
		Sub-total of hours & minutes so far

Based on the hours your project will take to complete, are you half-way done? If your answer is "No," please give an explanation. _____

_____.