Cascade High School Senior Project Handbook

2020-2021

Sr. Project Purpose Statement	3
Sr. Project Components	4
Research Paper Expectations	5
Research Paper Checklist	6
Research Paper Rubric	7
Letter to Judges	8
SAMPLE: Letter to Judges	9
Portfolio Requirements	10
Portfolio Rubric	11
Presentation Requirements	12
SAMPLE: Presentation Outline	13
Presentation Rubric	14-16
Standards Alignment	17-18

Cascade School District Senior Project Purpose Statement

The Senior Project at Cascade High School is a comprehensive assignment that is designed to be a culmination of each student's academic experiences from his/her high school career. This culminating high school learning experience will give each student the opportunity to apply and showcase the skills needed to excel in post-secondary education and / or the workplace. Students will utilize a range of intellectual, social, and life skills in their pursuit of developing lifetime learning habits and interests. The overall goal of the Senior Project is to assure that each student creates a high quality project that combines real-world experience with focused research, resulting in a research paper and an oral presentation that applies the rigor, relevance, and relationship attributes that were the focus of high school.

Student Physical Project must address **2** of the following **3** requirements/categories.

- **Teach**
- **Create**
- **Community Service**

Senior Project Components

The Research Paper

A research paper that proves a specific thesis— ·

MLA documentation style

· 4-6 pages in length

· 6 or more sources for your research: Works Cited page

The Portfolio

A portfolio will be compiled that includes all paperwork completed along the way.

The Presentation

· Deliver a formal 8-10 minute presentation to a board of judges.

· Incorporate a visual aid to enhance the presentation, i.e. PowerPoint, Prezi, short video clips, display board, etc.

· Participate in a question and answer time.

Research Paper Expectations

Statement of Assignment
One of the most significant aspects of the Senior Project is a college-level Research Paper.

- The topic of the Research Paper must be the same as the Fieldwork project.
- Research information must be gathered from outside sources and should NOT be a reflection of the Fieldwork experience.
- Guiding research questions will help in determining information sources and in developing a thesis statement.
- All sources must be cited in the Annotated Bibliography.

A research essay **SHOULD** be a way of communicating an idea, not just facts. Take an authoritative stance and present both the factual information and an interpretation of those facts. All content in the essay should point back to the thesis.

A research essay **SHOULD NOT** be a simple report on your topic or a list of various facts.

Unless properly cited, content in your essay should not be borrowed or taken from anyone else's words, thoughts, or ideas. Plagiarized essays, in any form, will not be accepted and will be grounds for a zero on the entire Senior Project. A good policy is, *"When in doubt-cite!"*

Rationale for the Assignment

- Researching a topic from other experts in the field will give students another perspective to their topic.
- A student's ability to collect information from credible sources to help answer guiding questions will make the Senior Project more meaningful to them.
- Every student should be familiar with conducting research essays, as it is a frequently encountered form of writing.

Description of the Assignment

- Essay content must fully answer the guiding questions laid out in the Project Proposal
- A thesis that answers the Guiding Research Question
- 4-6 pages typed, double-spaced, 12-point font (Times New Roman or Arial)
- 6 source minimum
- MLA format
- Annotated Bibliography

Topic: Explore an issue related to your topic (project) that requires an argument and/or a solution. Your paper should respond to a guiding question that you pose at the start of research. Your paper should be a thoughtful discussion that cites current and credible research to support your claims.

Cascade School District Senior Project Research Paper Checklist

When you can answer 'Yes' to each item, attach this to your research paper and submit it to your teacher by the due date.

Yes	No	
Yes	No	Credit has been given to sources. No plagiarism is present in the paper.
Yes	No	Paper maintains a strong voice which reflects your style of writing, not that of your sources.
Yes	No	Length: 4-6 pages of text (in addition to the cover page and works cited page)
Yes	No	Paper is MLA formatted: typed, double-spaced, 12-font, one inch margins
Yes	No	Works Cited page: • at least 6 sources • a variety of sources are used • follows MLA formatting guidelines
Yes	No	Paper consistently reflects a smooth integration of research (quotes, paraphrasing) with your own writing.
Yes	No	Accurate use of parenthetical (in-text) references.
Yes	No	Writing Conventions: • Spelling correct (spell check) • Grammar accurate (grammar check)
Yes	No	Paper has been proofread: • Self • Other student or adult

Research Paper Rubric

	DISTINGUISHED (4)	PROFICIENT (3)	EMERGING (2)	UNACCEPTABLE (1)
INTRODUCTION AND THESIS	Introduction is well developed and clear throughout; strong thesis/controlling idea	Introduction is evident; evident thesis/controlling idea	Introduction is attempted; vague thesis/controlling idea	Introduction is unclear; lacks thesis/controlling idea
SUPPORTING EVIDENCE	Fully-developed details; rich and insightful elaboration which supports thesis by using quotes from a variety of texts	Details are relevant and mostly support thesis by using quotes from variety of texts	Details are irrelevant and generally do not support thesis; ineffective or no use of quotes; use of variety of texts is limited	Irrelevant detail with no connection to thesis; ineffective or no use of quotes/texts
BODY	Organized for dynamic effect; exceptional use of language to support thesis throughout	Organized for effect; adequate use of language to support thesis	Somewhat organized; minimal support of thesis	Little or no organization; rudimentary or no support of thesis
CONCLUSION	Eloquently restates thesis; strongly connects main points; leaves a lasting impression	Restates thesis; connects main points; somewhat leaves an impression	Inadequate restatement of thesis; no lasting impression	Lacks restatement of thesis; no impression
WRITING CONVENTIONS	Excellent use and consistent application of the rules of grammar, usage, and mechanics; superior command of sentence structure	Some errors in application of grammar, usage, and mechanics; good command of sentence structure	Major problems and errors in the application of grammar, usage, and mechanics; weak command of sentence structure	Poor use of and errors in grammar, usage, and mechanics; poor sentence structure
WORKS CITED	6+ sources	4-5 sources	2-3 sources	0-1 source
FORMAT/ WRITING PROCESS	Accurate use of MLA format; sources cited accurately	Minor problems in MLA format; sources cited fairly accurately	Incorrect MLA format; sources cited with errors	Incorrect MLA format; lacks required sources; citing is inaccurate

Letter to the Judges

A letter to "the judges" will be the first item in your portfolio.

Judges may be faculty members and/or community members. The judges will be present at the senior project boards. The purpose of this writing is to give the judges an introduction to you as a whole person, beyond the work you have done on The Senior Project. They will be able to see you as a young adult with goals, interests, and opinions.

The letter should be written professionally in business format.

The following is a list of requirements for your letter:

- Brief Biography ○ Where have you been? ○ Where are you headed? (what are your plans for the future) ☏ Why did you choose this topic?
- What did you know before you began?
- What did you learn?
- What did you research?
- What did you learn from your research?
- Describe the fieldwork
- What things went well? What didn't? How did you handle it? ☏   Overall conclusions about The Senior Project.

SAMPLE: Letter to the Judges

123 Your Address
Anywhere, ID 88888

March 2, 2018

Judges, Cascade School District
793 School Dr.
Cascade, ID 83687

Dear Judges:

As a soon-to-be graduate of Cascade School District, I would like to take this opportunity to tell you about some of the things I learned this year. A few of the lessons I learned are that procrastination is not the answer, graduation is earned (not just given as an automatic ticket at the end of the senior year), and I can accomplish a lot more than I ever realized I could if I work hard and stay with it. These lessons will be very useful to me when I leave here and go on to further training and into the workforce.

I was not sure if I could make it through four years of high school and graduate. My family has moved many times, and I always felt behind in school. Whenever we would move into a new area, I would go to the nearest school, but often it was very frustrating. I would have to repeat something I had already learned or be confused because I came in during the middle of the unit. But it has always been important to me to get a good education because I want to have a productive life for myself and for my family in the future. I will be the only member of my family who has graduated from high school. They are proud of me, and I am proud of myself.

The choice of my Senior Project on carpentry relates to my career goal. I want to be a master carpenter. I love wood and working with it. I can see myself making beautiful pieces of furniture and cabinets for new homes. Too many people these days do not appreciate the time and skill it takes to make quality furniture.

I would like to draw their attention to the craft of carpentry. My family appreciates my hard work in this area. In fact, my parents and brothers and sisters are currently fighting over who gets to keep the maple dresser I made for my project. I want to leave something of myself with them when I move so I gave it to them.

Although I had to cut back on my hours of work at a nearby restaurant to work on school assignments and projects this year, I am now very happy that I did. I found that I enjoyed researching about my career goal in carpentry, and I really gained a lot of satisfaction from making my maple dresser.

Thank you for taking the time to read my portfolio and for listening to my presentation. I hope you have found them interesting. Sincerely,

Senior Student

Portfolio Requirements

The following is the order and checklist for your Senior Project Portfolio.

Portfolio Contents/Checklist:

- Cover Sheet - include Research Topic, name, and a visual.
- Table of Contents - this might not have page numbers, but should explain the organization of the portfolio.
- Resume
- Letter to Judges
- Pictures, etc. of different aspects of the fieldwork (it should look nice and reflect your personality)
- Research Paper (clean, revised copy)
- Annotated Bibliography
- Presentation Materials (optional)

Portfolio Rubric

	DISTINGUISHED (4)	PROFICIENT (3)	EMERGING (2)	UNACCEPTABLE (1)
COVER SHEET	Contains graphic / visual related to fieldwork or research topic, title of project, student name, pleasing composition, and appropriate use of space	Contains graphic / visual related to fieldwork or research topic, title of project, student name	Inadequate graphic / visual related to fieldwork or research topic, title of project, student name	Lacks graphic / visual related to fieldwork or research topic, title of project, student name
TABLE OF CONTENTS	Contains a Table of Contents	----------------------	----------------------	No Table of Contents
LETTER TO JUDGES	Contains a Letter to Judges	----------------------	----------------------	No Letter to Judges
RESUME	Contains a Resume	----------------------	----------------------	No Resume
RESEARCH PAPER SECTION	Contains a Research Paper Section * Research Paper (clean, revised copy) * Research Log	----------------------	----------------------	No Research Paper Section
ORGANIZATION	Complete, accurate table of contents; accurate page #s; completeness and thoroughness of content; dividers are effectively used to clearly organize content	Complete table of contents; page #s; completeness of content; dividers are used to organize content	Limited organization, table of contents, page #s; dividers are present	Lacks a table of contents, accurate page #s; no dividers
NEATNESS / PROFESSIONAL APPEARANCE	Visually appealing and organized; clean; purposeful and functional; pride of ownership demonstrated; neatly bound	Organized; clean; purposeful and functional; neatly bound	Limited visual appeal and organization; somewhat purposeful and functional	Lacks visual appeal and organization clean; not bound

Presentation Requirements

For the presentation portion of the project, you will be giving an 8-10 minute presentation to a panel of judges.

What to consider:

- **Length:** No less than 8 minutes and no more than 10 minutes.
- **Required attire:** Business dress
- **Purpose:** To present what you have learned through this process ₒ What did you prove in your research paper? ₒ What did you learn? ₒ What was your Fieldwork? ₒ How were your Research Paper and Fieldwork linked?
    - ₒ What obstacles did you encounter—how did you overcome them? ₒ Did you accomplish what you intended in your Fieldwork? ₒ What might you change if you did it again? ₒ What went well? ₒ Memorable moments?

What to include:

- Visual presentation of your learning
- Your physical project (if you created one during your Fieldwork)
- Photographs of you actually doing your Fieldwork
- Video of you completing your Fieldwork (especially if you do not have a physical project to show)
- Display (could be done through PowerPoint)

Thank you to those who helped you.

You must speak for 80% of your presentation. In other words, you can't just show a video of your project the whole time. This is an assessment of your speaking abilities. Also, be prepared to answer questions.

SAMPLE: Presentation Outline

Introduction (Time:____)

- Attention getter:
- Introduce main points of presentation

  Briefly state what you will tell the audience concerning the following:
    - ○ Research Paper ○ Fieldwork
    - ○ Connection between Research Paper and
      Fieldwork ○ Learning Stretch ○ Evaluation ○
      Miscellaneous

Body (Time:____)

- Research Paper (Time:_____)

  The discussion of your research paper should comprise about 55-60% of your presentation.
    - ○ Thesis
    - ○ 1st main point (with facts to support)
    - ○ 2nd main point ○ 3rd main point
- Fieldwork explanation and discussion: (Time: _____)
- Connection between the Research Paper and the Fieldwork (Time:_____)
- Learning Stretch: (Time:____)

Conclusion (Time:____)

- Summary of Senior Project experience
- Evaluation (of yourself and the entire process)

  Question and Answer period Post Speech: Thank the judges, shake hands, collect your presentation materials, exit the room.

Presentation Rubric

Student Name:	Speech Start Time:	
Panelist Name:	Speech End Time:	
	Total Time:	
Subtotal Front:	Total:	YES
Subtotal Back:		NO

Please evaluate the student's project and presentation based on the criteria listed below. The portfolio is provided for panel members to review, but is not part of the evaluation process. Students must earn a minimum of 21 points to pass, and cannot score less than a 3 on any content category.

		3 MEETS STANDARD	2 APPROACHING STANDARD	1 BELOW STANDARD	SCORE	COMMENTS
	Project Goals and Explanation	Provides the audience with essential details of the project, including responsibilities and information on the mentor and end goal.	Provides only a cursory look at the project itself, leaving some questions about the exact nature of the project and end goals.	Project inception and goals are unclear.		
	Knowledge/ Depth of Research	Understanding of a project and its function in the community clear and evident; research evident; shows clear connection between research and project.	Minimal evidence of understanding of project and/or research; shows minimal connection between research and project.	Understanding of project impact and/or research not evident.		
	Personal Reflection	Shows knowledge gained from project; intrapersonal learning evident.	Evidence of personal learning not convincing.	No evidence of personal learning.		

		3 MEETS STANDARD	2 APPROACHING STANDARD	1 BELOW STANDARD	SCORE	COMMENTS
P r e s e n t a t i o n C o n s t r u c t i o n	**Structure: Intro, Transitions, Organization Sequencing, Conclusion**	Unique attention getter; insightful and engaging; organized in logical sequence; smooth transitions; makes a lasting impression on the audience.	Attention getter is appropriate; body organized in logical sequence; smooth transitions; good sense of completion	Attention getter lacks spark; somewhat organized & logical; transitions inconsistent or missing; conclusion somewhat irrelevant or inconsistent with body of speech		
	Visuals: Quality, Appropriate ness	Effective use of PowerPoint visuals; attractive design; appropriate use of technology; uses only essential words/phrases (if any)	PowerPoint may be language-heavy, but conveys necessary information clearly	PowerPoint does not effectively support presentation with compelling visuals OR key information		
	Grammar and Word Choice	Flawless grammar; precise and deliberate vocabulary	Mostly correct grammar; appropriate word choices	Disorganized; significant errors in grammar; inappropriate language		
P r e s e n t a t i o n D e l i v e r y	**Attire: Professional & Appropriate**	Professional attire; dressed appropriately and respectfully for a formal presentation	Not applicable	Too casual, inappropriate shoes; t-shirt; inappropriate for presentation (bare midriffs, spaghetti straps, low-cut necklines, sagged pants)		
	Poise/ Delivery: Body language, Attitude, Eye Contact	Dignified body language; enthusiastic; confidence in speaking; consistent effective use of eye contact	Good posture, calm delivery; somewhat enthusiastic; eye contact with minimal note reading or looking away	Distracting body language; lacks enthusiasm; shows great discomfort in speaking; uneven pace; limited eye contact		
	Voice: Inflection, Volume, Pace	Skillfully uses voice inflection; projects voice well; clear articulation; even pace	Expressive voice; appropriate volume; mostly even pace	Lacks voice inflection; difficult to hear; speaks too fast or mumbles; uneven pace		
				Subtotal:		

Standards Alignment

The Senior Project addresses the following Common Core State Standards:

Reading: Informational Text

- CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
- CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language

CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.