



Washougal High School

Striving for Excellence

1201 – 39th Street, Washougal, WA 98671 / Phone: 360-954-3100, Fax: 360-835-3968

September 25, 2015

Dear WHS Senior:

In a few short months you will be out of high school and started on another journey. This final year is the time for you to take stock of your skills, demonstrate problem solving, decision-making capabilities and independence. The **SENIOR CULMINATING PROJECT** gives you the chance to combine your knowledge and skills from various disciplines and to share them with your peers, educators, and community through your **P**aper, physical **P**roject, senior **P**ortfolio, and community panel **P**resentation.

Your Senior Project experience will involve true exploration. You will select a topic of interest to you and gather a knowledge base by researching and writing a documented research paper related to your chosen topic. You will then complete a physical project, which demonstrates application of some aspect of your research. **This project must involve *significant learning*.** It is urgent that you understand and respect the privacy and intellectual property of others. Your project must comply with copyright laws and with School District policies and procedures regarding fundraising, product “give-a-ways”, and the privacy of other students. **We reserve the right to deny projects that could potentially cause serious physical harm to the student.**

The last facet of this learning journey is to give a formalized presentation in front of a group of adults who have an interest in and an understanding of your area. This presentation will tie together your formal research and your physical project. After your formal presentation, you will have the opportunity to answer questions from this panel. To help your Senior Panel judges understand more about you and your Senior Project, they will review your Senior Project Portfolio, which will include **a clean, corrected copy** of your research paper, an autobiographical letter and a **totally completed** packet of information, self-evaluation, and verification.

Although initially seniors sometimes feel overwhelmed by their Senior Project, the vast majority of students who leave Washougal High School feel proud, successful, and more prepared for life beyond high school. This is a direct result of having completed the Senior Culminating Project.

Sincerely,

Senior Culminating Project Committee

Aaron Hansen, Principal
Carol Boyden
Heather Carver
John Carver

Bev Robertson
Marcee Salas
Amanda Klackner

SENIOR CULMINATING PROJECT TIMELINE

Class of 2016

All Year	Skills focused on in Senior English classes: <ul style="list-style-type: none">A. OutliningB. Note taking<ul style="list-style-type: none">1. Paraphrasing2. Summarizing3. Inserting and documenting quotations4. AVOIDING PlagiarismC. Compiling a <u>Work Cited</u> page in accordance with MLA standards available on website: http://citationmachine.net/ or MLAD. Documentation in regard to MLA standards (parenthetical citations)E. Paragraph construction and transitions
9/29/15	Senior Parent Night
9/23-10/24	<u>Project and Mentor Identification</u> and <u>Topic Research</u>
10/6-10/8	Committee <u>Approval of Project and Topic Research</u> , by Individual Appointment
10/26/15	<u>Letter of Intent</u> due to Instructors
11/9/15	Mentor Letter #1 due
11/17/15	First Submission of Research Paper and working outline to instructor
11/12-12/1	Classroom Peer Editing
12/2/15	<u>Research Paper</u> sent to graders
12/11/15	Research Papers returned to students – Sample Corrections shown
1/12/16	Corrected Research Paper due to instructor
3/23-4/15/16	Mentor contacted by staff
4/18/16	<u>Autobiographical Letter</u> due
4/18-4/22/16	Presentation Format and Portfolio Format introduced
4/21/16	Power Point Instruction
5/4-5/20/16	Practice Panel Presentations in class
5/16/16	Senior Project <u>Poster</u> Displayed
5/23/16	<u>Mentor Verification</u> - Letter #2
5/23/16	Senior Project <u>Summary</u> due
5/31/16	Completed <u>Portfolios</u> due ** Includes a special checklist of deadlines met or missed, for public review
6/2-6/3/16	<u>Oral Presentations to Community Panel</u>
6/6-6/7/16	Make-up Panels for unsatisfactorily completed oral panels
6/11/2016	<u>GRADUATION – Class of 2016: CONGRATULATIONS!</u>

Senior Project Portfolio Checklist

Class of 2016

Student Name: _____

Before you give your senior panel presentation to selected community members, you must complete your portfolio. Reviewing your portfolio allows the judges to be prepared for your speech. Be sure that the judges' first impression of you is a good one. All the work in the portfolio should be typewritten, except certain verification and editing forms. The following papers must be included (in this order) for the portfolio to be complete and typed:

On Time / Late

- | | |
|---------------|--|
| _____ / _____ | 1. Senior Project Approval Process Form - October 6-7-8 |
| _____ / _____ | 2. Letter of Intent – October 26 |
| _____ / _____ | 3. Mentor Letter (#1) – November 9 |
| _____ / _____ | 5. Corrected Research Paper Due (Portfolio) – January 12 |
| _____ / _____ | 6. Autobiographical Letter (typed) - 2 nd Semester – April 18 |
| _____ / _____ | 7. Speaking Outline to be used for Panel Presentation (typed) – May 9-May 31 |
| _____ / _____ | 8. Senior Project Poster Displayed - 2 nd Semester – May 16 |
| _____ / _____ | 9. Project Verified By Mentor Letter (#2) - 2 nd Semester – May 23 |
| _____ / _____ | 10. Senior Project Summary - 2 nd Semester – May 23 |
| _____ / _____ | 11. Preliminary Speech Verification:
Date:_____ Time:_____ Score:_____ |
| _____ / _____ | 12. Number of Days Absent during 2 nd Semester (10% of Grade) |
| _____ / _____ | 13. Completed portfolio turned in - Five copies of Presentation Evaluation Form w/name, paper, and project listed – May 31 |

Note: This portfolio checklist must be placed on top of the “Senior Project Approval ” form. If the portfolio has been completed, the instructor will sign his or her name in the space below and students are approved for a community panel.

Signature of
Instructor: _____ Date: _____

**** ALL FORMS in this handbook must be completed and placed neatly into the final Portfolio folder.**

Culminating Project Standards

During their senior year, students complete a Culminating Project that provides them with the opportunity to use their foundational academic skills and content knowledge to gain new, deeper levels of understanding. The project must challenge the student and needs to be of significant value to the student, the school, and the community. This self-directed learning experience involves thinking analytically, logically, and creatively and integrating experience and knowledge to form reasoned judgments and solve problems will directly affect future career and educational opportunities.

I. Project Proposal

- A. States what the student will learn in the project that represents a challenge.
- B. Explains why the student chose this project and its significance and worthiness.
- C. Indicates what evidence the student will provide of project work and new learning.
- D. Meets parameters in the district and school handbooks.
- E. Identifies a qualified mentor who reviews the Project at various stages and makes recommendations as needed.
- F. Must contain a physical element.

II. Project Documentation and Evaluation

- A. Activity Log entries document self-directed learning by listing dates, times, activities and expenses.
- B. Reflective Journal entries explain, analyze, and reflect on the progress in self-directed learning.
- C. Works Cited annotations (MLA style) five varied project resources.
- D. Other Evidence (photos, videos, tape recordings, sketches, rough drafts, receipts, etc.) also documents student progress.
- E. Mentor Evaluation confirms that student has made satisfactory progress toward completing the project.
- F. Project Summary evaluates the project and synthesizes the learning:
 - 1. Connects the project to content knowledge and district/state learning standards.
 - 2. Identifies new knowledge/skills acquired.
 - 3. Discusses the differences between predicted and actual project outcomes and adjustments made.
 - 4. Discusses how the project could have been improved or made more meaningful.
 - 5. Evaluates the contributions of the mentor and other resources.
 - 6. Makes few convention and grammatical errors.
- G. Minimum of required 21 hours are fulfilled and documented.

HIGH RISK ACTIVITIES TO AVOID

Field trips, outdoor education, and ASB functions can have valuable educational benefits. However, offsite situations expose students and staff to hazards not present in the usual school environment.

Questions to Ask for Offsite Activities

When reviewing a proposed activity or program, consider the following:

1. Does the program or activity have educational value? Is it a part of the curriculum?
2. What facilities, activities, equipment, materials, and people (students and adults) will be involved?
3. Is the program or activity covered by existing insurance?
4. What kind of losses (injury and damage) can be expected?
5. Which loss control techniques can be used to control potential losses?

Broad Coverage, but with Excluded Activities

The Risk Cooperative's liability coverage is broad, and protects the district for most school-sponsored activities. However, there are four important exclusions (when no coverage is offered).

- Air or flight activities – Airplane flying, hang gliding, helicopters, hot air ballooning, parachuting and skydiving.
- Motorized races and contests – Auto racing, demolition contests, soapbox and go-cart races, demolition contest, stunting and tractor pulls.
- Activities involving watercraft over 26 feet in length (However, this coverage can be added. Call the Risk Cooperative for more information.)
- White water rafting and jet skis – The use of any raft, tube, or other vessel used for navigating white water streams, and any jet skis or other similar motorized personal watercraft designed to carry two or fewer persons.

High-Risk Activities to Avoid

Even though the following activities may be “covered,” certain high-risk activities present an unwarranted exposure to loss for the school district. Discourage sponsoring risky recreational activities with little educational value. Weigh the risks against the benefits carefully when you consider an activity or program. Ask if the curriculum objective is worth the risk of injury and if there is a safer way to meet the educational objective.

The Risk Cooperative encourages member districts to avoid the following activities:

- **Amusement Park Activities** – Amusement park/carnival rides, bungee jumping, dunk tanks, fairground activities, Ferris wheels, food eating contests, moonwalks, and gyroscopes.
- **Animal Activities** – Donkey basketball, horse riding, pack animal trips, saddle animals, snake handling, stray domestic animals (dogs, hamsters), birds, and uncaged wild animals.
- **Skating** – Inline roller skating, roller-blading, roller or ice skating at rinks, and skateboarding (that are not part of an approved P.E. class).
- **Water Activities** – Canoeing, kayaking, wind surfing, power boat racing, private swimming pools, swimming in lakes and rivers, scuba diving, watercraft activities (except for a ferryboat ride or if a properly insured commercial passenger boat is used), water skiing, water slides, and water parks.
- **Wilderness Activities** – Mountain climbing, spelunking (cave exploring), rappelling, wilderness survival, and search and rescue class.

Senior Culminating Project Approval Committee Recommendations

This page is to be typewritten for the approval committee.*

NAME: _____ Date: _____

Sr. English Teacher: _____

RESEARCH PAPER TOPIC:

Type of paper: compare/contrast, position, persuasive or historical

What is the working title of your paper? _____

What is your focus, or point, in writing this paper?

PHYSICAL PROJECT IDEA: (Describe what you will produce for your presentation.)

Approximate cost: _____

Approximate Hours to complete (minimum of 21 hours): _____

Product:

Intended MENTOR for Project: _____ Phone: _____

Mentor Affiliation/Background: _____

NEW Learning to be gained from PROJECT (How is this a stretch or challenge for you?):

CONNECTION Between Paper and Project:

Committee Approval – Denial – Recommendation:

_____ APPROVED

_____ DENIED

NOTES & RECOMMENDATIONS: ** Projects should never be dependent on another individual for success, nor consist of a **vague** product. _____

Committee Approval Signatures: _____/_____

Teacher / Administrator

REQUIRED IN FOLDER

* Writeable form available on WHS website

Example of Letter of Intent

Your Street Address
Washougal, WA 98671

October 26, 2015

Your Teacher's Name
1201 39th Street
Washougal, WA 98671

Dear *Name of Teacher*:

For my senior project and paper I have chosen the topic of pottery and the pottery wheel. I chose this area because I want to expand my learning in the field of arts and entertainment. I have no experience in this area.

My paper will mainly focus on three ethnic types of pottery. I will compare and contrast them. By the end of my project, I hope I will learn how pottery was a big part of these people's lives. For my resources, I plan on using my mentor, books, college websites, and the Internet.

My project and my paper relate because they both have to do with the pottery wheel. For my project, I am spending time with my mentor. During this time, I will learn proper ways to use, set up, and clean up on the pottery wheel. After that I will learn how to center, shape, smooth, fire, and glaze my work. As for cost, all I have to do is provide the supplies; such as, clay, tools, pencil shavings, etc. Mr. Jones, my mentor, and I have planned out every Monday, Tuesday, and Thursday as our meeting days.

While working on my project, I will respect the privacy rights of other students. I will not take pictures, or use video or audio recordings of others without their permission. I understand that my project must comply with district policy and procedures, especially if it involves fundraising, equipment give-a-ways, etc. While creating my project, I will respect the intellectual property of others, and will not violate copyright law. If I am unsure whether my project violates one of these policies or procedures, I will ask my senior English teacher for help.

I understand plagiarism. This project and paper will be written and presented with my own words and personal feelings. I guarantee my best work will be put into this project, and I will not plagiarize.

Sincerely,

John H. Doe

Dear Senior Culminating Project Mentor:

I would like to work with and learn from you as my Senior Project Mentor. You have special skills in the area I have chosen. I will be completing a research paper, doing a physical project, and giving an oral presentation to a panel of community members and other specialists to demonstrate my learning in this culminating project.

As my mentor, you will draw from your expertise and experience to be a resource person for me. My research paper is my sole responsibility and will be evaluated by a Research Paper Evaluation Committee. Most of your time will be spent with me in the Physical Project phase of my culminating project. This phase will require my working a minimum of twenty-one hours outside of the classroom. You will be the major verification of my efforts. Please answer the following questions about my planned Physical project.

1. Can you assure my English instructor that I will have no problem spending at least twenty-one hours creating, designing, or otherwise volunteering to meet the general requirements of this project? YES _____ NO _____
2. Will you be able to see and evaluate my project at different stages of completion, not just at the final phase of the project? YES _____ NO _____
3. What specific problems do you feel I might have to overcome in order to complete this project successfully?
4. What successes do you feel I will achieve as a result of completing this project?
5. I will need to show you my project at the beginning, midway through and at completion and have you document those dates on the Mentor Verification Letter #2. _____

I appreciate your willingness to help me with my Senior Culminating Project. I look forward to learning from you as we work together on this project.

Thank you for both your time and commitment.

Student Name _____ Mentor Name _____
(Print) (Print)

Student signature _____ Mentor signature _____

Physical Project: _____ Mentor's telephone number _____

Approved by: Instructor signature _____

MENTOR VERIFICATION (Letter #2) **Date:** _____

Name _____

Project _____

As a mentor, you are asked to verify this student's efforts on his/her Senior Culminating Project. Since most of the project phase time is completed outside of the school day, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate this project. The student's research paper has already been evaluated. This form only refers to the PHYSICAL PROJECT.

1. Can you verify that he/she spent at least 21 hours creating this project?

YES _____ NO _____

Comments:

2. Have you seen this project during several phases of completion, not just the final phase?

YES _____ NO _____

Comments:

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

4. What successes have you seen this student achieve?

5. I can verify the student completed the beginning phase by: _____ (date)
the middle phase by: _____ (date)
the final project by: _____ (date)

Mentor Name (Print) _____

Signature _____ Date _____

Telephone number: _____

Thank you for your help, time, and cooperation! We appreciate your efforts.

REQUIRED IN FOLDER

** PDF form available on WHS website*

Parenthetical Documentation Guidelines

In writing your research paper, you must document everything that you borrow—not only direct quotations and paraphrases, but also information and ideas.

The list of works cited at the end of your research paper plays an important role in your acknowledgment of sources, but it does not in itself provide sufficiently detailed and precise documentation. You must indicate exactly what you have derived from each source and exactly where in that work you found the material.

- References in the text must clearly point to specific sources in the list of works cited.
- Identify the location of the borrowed information as specifically as possible.

MLA Handbook for Writers of Research Papers

1. A citation in MLA style contains only enough information to enable readers to find the source in the works-cited list.
2. A citation uses the first word of the Works Cited entry followed by the page number(s) of the source from which the borrowed information came.
 - Usually this is the author's last name.
 - If there is no author, use the first word of the title (other than a, an, or the).
 - If there is no author or title, quote the first line as the title.
3. If you refer to the author or to the title of the source (if there is no author) in the text of the paper, you need only cite the page numbers of the borrowed information. See example page 11.
4. Once a source is cited, if it is cited again without another different source coming between, you need only indicate the page number of the source on the second citation. See example page 11.
5. If you are unsure how to document a source, consult the MLA Handbook for Writers of Research Papers located in your Language Arts classroom or the Media Center.

The following examples of Parenthetical Documentation refer to the sample Works Cited page that follows in the handbook.

Further examples are available at <http://citationmachine.net>

Examples of Parenthetical Documentation

Citations for Sources with an Author:

- Example of Author's Name in Reference

Global warming is increasing rapidly (Hanson 48-49).

- Example of Author's Name Used in Text

Hanson has argued this point successfully (48-49).

- Example of Quotation (greater than 4 typed lines long) with Author

Burkhard Bilger offers this comment on the atmosphere:

This carbon cycle ties together the atmosphere, the biosphere, and the geosphere. The atmosphere contains only about two-fifths as much carbon as does the biosphere and about one-fiftieth as much as the oceans but enough carbon passes through the atmosphere to make CO₂ the second most important greenhouse gas after water vapor (34).

(Notice the quotation is double-spaced and indented one inch from the left margin. Two spaces follow the period before the page citation.)

Citations for Sources Listed by Title (No Author):

- Example of Title in Reference

Greenhouse gases surround the earth to keep it warm ("Forests").

(No page listed because this is an Internet article.)

- Example of Title in Text

According to the Global Change: Reducing Uncertainties, these statistics are faulty and overblown (5-6).

Examples of Parenthetical Documentation (continued)

Citations from Same Source without an Intervening Source:

- *Example of Author's Name in Reference*

The misconceptions about global warming will continue (Pearce 35).
(Text continues and no other sources cited.)

- *Example of Author's Name Used in Text*

Pearce states this problem will continue to concern us as we enter the 21st Century (40).
(Page number refers to the previous work by Pearce.)

NOTE: Research papers are expected to have proper research parenthetical documentations in every paragraph, except the introductory and closing paragraphs.

Works Cited Examples (According to the style of the MLA Handbook):

See your English teacher for current information for Works Cited.

Example of Works Cited Page:

Lastname 9

Hit 'enter' once

Works Cited ←

Capitalized and plural.
Centered. NO
UNDERLINE, BOLD, or
other fonts

“Charmayne James.” *Charmayne James*. 2010. Web. 22 May 2012.

“Charmayne James Offers Sound Advice.” *Barrel Racing Tips*. 2012. Web. 20 May 2012.

Church, Stephanie L. “World Champion Barrel Horse Cloned.” *Ranchers.net for Serious Cattle Producers!* 15 November 2006. Web. 16 May 2012.

“James Makes History by Cloning ProRodeo Hall of Fame Horse Scamper.” *PRCA*. 15 November 2006. Web. 20 May 2012.

James, Charmayne, and Cheryl Magoteaux. *Charmayne James on Barrel Racing: The Complete Training and Conditioning Program of the 11-Time World Champion*. Colorado Springs, CO: Western Horseman Magazine, 2005. Print.

Mahoney, Sylvia G. “Rodeos.” *TSHA Online*. 2010. Web. 15 May 2012.

PRCA Championship Barrel Racer: Charmayne James. Video # CWR33-WB. 1999. Rodeo-Events, 2009. DVD.

“Scamper.” *Mickopedia*. 18 August 2009. Web. 23 May 2012.

“Starting Young with Charmayne James.” *Barrel Horse News*. n.d. Web. 20 May 2012.

“Tied Alumni.” *Diamond W Arena Complex*. n.d. Web. 21 May 2012.

“World Champion Barrel Horse Cloned.” *Pro Rodeo Online*. n.d. Web. 16 May 2012.

Transitions

Clear written communication requires transitions; they are as necessary in short pieces of writing (e.g., individual paragraphs) as they are in longer pieces (e.g., research papers). Writing without transitions lacks direction. Writing with clear transitions is focused and directed. The ultimate goal when writing transitions is to guide readers through a series of ideas.

Writing is a form of communication; it is a transmission of ideas from one person to one or more other people. Consequently, a writer must constantly be mindful of his audience. The writer must control the communication; he is responsible for guiding—essentially controlling—the direction of his readers’ thinking. When a writer uses clear transitions, he is able to help his readers do two things at once: keep a main idea in mind and review a series of supporting details or examples. When a writer has done his job well, readers can effortlessly follow his train of thought.

Writing transitions for a research paper is relatively simple. The goal with each transition is to remind readers of the main idea and introduce a new supporting idea. For example, when you’re ready to move from your introductory paragraph to your first body paragraph, remind readers about your thesis and introduce your first supporting idea. When you’re ready to move from your first to your second supporting idea, remind readers about your thesis again. Similarly, when you’re ready to introduce a supporting detail or example, remind readers of the bigger idea being supported by the detail or example. Each new paragraph must include some sort of transition. Remember, the goal is to guide or control the direction of your readers’ thinking and focus.

Accordingly	Consequently	However	Otherwise
Additionally	Conversely	In addition	Otherwise
Again	Equally	In fact	Second
Also	Finally	In other words	Similarly
Another	First	In short	Therefore
As a result	For example	Likewise	Third
As though	For instance	Moreover	Thus
At last	Furthermore	Nevertheless	While
Besides	Hence	On the other hand	

Transitions will always be followed by a comma.

Washougal School District Senior Project - Thesis Research Paper Evaluation

Students must score a 3 or 4 in each category in order to pass.

<u>Category</u>	<u>1-Undeveloped</u>	<u>2-Developing</u>	<u>3-Proficient</u>	<u>4-Exemplary</u>	<u>Score</u>
<u>I. MLA Format</u>	Major errors in documentation and works cited page. Missing sources or source minimums.	Some errors in documentation and works cited page. Missing sources or source minimums.	Few minor errors in documentation/works cited page. All sources match paper and WC page.	Parenthetical and works cited page is MLA correct. All sources match paper and WC page.	
<u>II. Topic Outline</u>	Major errors and mismatching subjects and paper	Some errors or mismatched subjects and paper	Few errors Matching all subjects in paper	Error-free Matching all subjects in paper	
<u>III. Thesis Introduction</u>	Unclear thesis Missing info. Hook sentence Citations present	Unclear or simple thesis Hook sentence Minimal info. No citations	Clear thesis Hook sentence Mostly sufficient info. No citations	Arguable thesis Hook sentence Sufficient info. No citations	
<u>IV. Spelling Grammar</u>	Extensive errors that impede readability of paper. Major editing necessary	Frequent errors through paper. Shows limited control of conventions	Minor mistakes in grammar and spelling Some editing needed	Strong control of standard writing conventions with few errors No contractions	
<u>V. Fluency Mechanics</u>	Frequent run-ons, splices, and fragments make reading difficult Incorrect headers/title page	Structure unvaried Fragments, run-ons, and splices present Minor mistakes on headers/title page	Minimal fragments, run-ons, or splices Few mistakes on headers/title page	Sentences well built, strong, and varied. Headers/title page correct	
<u>VI. Body Organization</u>	Topic sentences unclear or unsupportive Missing transitions Paragraphs too large	Some unclear topic sentences or mismatched information Missing transitions	Clear topic sentences Consistent use of transitions Info. matches topic and supports thesis	Clear topic sentences Effective use of transitions Info. matches topic and supports thesis	
<u>VII. Style Voice</u>	No audience awareness Flat voice, impersonal Major mistakes and frequent use of pronouns, commands	Lack of audience awareness Major mistakes in style Few pronouns, implied commands	Good audience awareness Formal and engaging style Few mistakes in style No personal pronouns, implied commands	Strong audience awareness and engagement No personal pronouns, implied commands	
<u>VIII. Valid Documentation</u>	Over-use of single source Missing citation in paragraphs	Imbalance of source usage All paragraphs cited	Minor imbalance in variance of research All paragraphs cited	Strong evidence of varied research. Multiple sources used in paragraph All paragraphs cited	
<u>IX. Conclusion</u>	Missing major points or unclear statement of thesis Or contains citations	Choppy summary Or cloudy restatement of thesis No citations Contains New Info	Restatement of thesis Summary of most major points No citations No New Info	Engaging restatement of thesis Fluid summary of all major points No citations	
<u>X. Format</u>	Times New Roman 12 point font	Margins 1" No widow/orphan lines	10 pages length (including title and works cited pages)	MLA Standard Format	

Culminating Exhibition: Example of Autobiographical Letter

1201 39th Street
Washougal, WA 98671
April 18, 2016

Senior Panelists
Washougal High School
Washougal, WA 98671

Dear Senior Panelist:

After moving from Portland, Oregon, to my father's house in Washougal, I have attended Washougal High School for nearly four years. The Portland school I attended was a 6A school in size! I have found it much easier to get one-on-one help in Washougal and I really like it here.

In the last four years I have learned how to completely rebuild a Mustang car. I also have become very advanced in the fine arts woodworking program. I find I am more of a visual and hands-on learner. I have also learned a lot about firearms and law enforcement because my father is a homicide detective for Troutdale and was recently promoted to a position as a U.S. Marshall.

The main skill I have learned is to always finish my work. This skill is important no matter where you are in life, but especially in the auto business. I am thankful for developing this habit because it has brought me this far in high school.

The most influential person in my life would have to be my father. He has accomplished so much in life, and he couldn't be a better role model. My dad has taught me nearly everything I know about mechanics. My dad also has great morals and is constantly doing good deeds.

The biggest impact on my life would have to be playing football and baseball. Both of these sports have helped me grow mentally and physically. I have played sports all my life and in high school, it has helped me become more responsible.

I now plan to finish off high school and go to college to become an auto specialist. I also plan to achieve all of my goals that I set for my five-year plan. I am very strong in the auto industry and hope to successfully pursue this career.

I have enjoyed high school and there's not one thing I would change. Thank you for reading my letter.

Sincerely,

John H. Doe
John H. Doe

Presentation Standards

The final component of the Senior Culminating Project is an oral presentation to a panel of community and staff members. The Presentation is a defense of the student's readiness to assume responsibility for the student's own learning. During the Presentation, students communicate how their experience with each Culminating Project component integrates into an overall assessment of themselves as learners and of their future goals.

I. Content and Organization

- A. Opens and concludes effectively.
- B. Proceeds in a clear and organized manner.
- C. Shares insights from the process of researching and writing the Research Paper.
- D. Communicates the important highlights of the Culminating Project through relevant details, anecdotes, and information.
- E. Describes new learning and increased understanding gained by doing the Culminating Project.
- F. Defines self as learner through relevant details, anecdotes, and information from the Autobiographical Letter.
- G. Explains how the Culminating Exhibition connects to future plans as well as readiness to assume responsibility for lifelong learning.

II. Delivery

- A. Meets time requirements:
 - Presentation: 10-11 minutes.
 - Questions & Answers: up to 10 minutes.
- B. Appears practiced and prepared to present.
- C. Delivers, does not "read," the presentation.
- D. Uses gestures, facial expressions, and eye contact to engage the audience.
- E. Employs a clear voice and appropriate volume.
- F. Chooses words that are appropriate for topic, audience, and purpose.
- G. Uses correct grammar.
- H. Integrates technology and/or audio-visual(s) into the presentation.

III. Impromptu Response and Justification

- A. Responds effectively to questions and elaborates without prompting.
- B. Responds to panelists in a respectful and appropriate way.
- C. Responds in a way that reveals understanding.

SPEECH PREPARATION OUTLINE

Generalized format with which to write speech:

- I. Introduction
 - a. Audience grabber
 - b. Introduce self
 - c. Project and paper
- II. Paper
 - a. Title and thesis
 - b. Result: What have you learned and how did it relate to your project?
- III. Physical Project
 - a. Purpose
 - b. Project itself
 - c. Problems encountered
 - d. Learning – stretch
- IV. Conclusion
 - a. Future
 - b. Thank you
 - c. Questions

Carefully observe the presentation evaluation on the last page of the handbook for further informational points of emphasis.

Power Point Instruction can be found at:

<http://www.washougal.k12.wa.us/whs/teachinglearning/seniorprojects.htm>

SENIOR PROJECT SUMMARY

Name: _____ Teacher: _____

Title of Research Paper: _____

Title of Physical Project: _____

SYNOPSIS OF RESEARCH PAPER: (25 words minimum)

What point are you trying to make? What have you proven in your paper?

PROJECT DESCRIPTION:

1. Estimated total hours:
2. Steps and time involved:
3. Date Started and Date Completed:
4. Materials and Resources Used:

RELATIONSHIP BETWEEN PROJECT AND PAPER:

What have you studied and then applied?

BACKGROUND EXPERIENCE IN AREA:

Before Project

Learning During Project

What exactly was the stretch for you?

SPECIAL THINGS I'D LIKE THE JUDGES TO CONSIDER:

REQUIRED IN FOLDER

** PDF form available on WHS website*