

2021-2022



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High School

***Senior
Culminating
Project
Guidelines***

Port Townsend High School
Senior Culminating Project
2021-2022
Important Due Dates

A senior culminating project involves a career exploration or community service project. A supporting annotated bibliography and 30 hours of documented project work are required.

Proposal:
Tuesday, October 12, 2021

Annotated Bibliography:
Monday, December 13, 2021

Completion of Project:
Friday, April 15, 2022

Completed Hours Log Due:
Monday, April 25, 2022

Graded Presentation in CWP class:
April 25 - May 20, 2022

Senior Symposium Community Presentation:
Tuesday, May 24, 2022



Port Townsend High School

Carrie Ehrhardt, Principal

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Dear PTHS Senior:

Welcome to your senior year! Port Townsend School's graduation requirements include that every graduating student must have successfully completed a culminating senior project. At PTHS, this includes four different, yet interrelated, learning activities:

- **Senior Project** - students will complete a **30 hours+**, long-term senior project (monitored and graded through English & CWP) that explores an area of career interest, or will serve as a benefit or improvement to our school, community or world.
- **Annotated Bibliography** - students will compile a **9-10 source, annotated bibliography** to deepen their knowledge base for their project (monitored and graded through English class);
- **Senior Symposium Presentations** - students will give a **15 minute presentation** to a class of (CWP) students, at which time a teacher will grade their senior project and will then complete a second presentation to a panel of community members at Senior Symposium. Presentations will focus on the senior project, related research, and plans for the future;
- **Post High School Plan** - students examine their goals and dreams and turn them into a plan for the future (monitored and graded through English class).

High school students will be fully supported through English/CWP classes. If you are a Running Start student, you will complete all components on your own, but will receive support through email contact with PTHS staff and quarterly meetings.

Please give your project serious thought and consideration. Take the time to select something that you find meaningful and care about. Although your project may seem overwhelming at times, if you meet deadlines, give it your best effort and stay true to the process, you will graduate from PTHS knowing that you have accomplished something important.

Know that I wish you the best success with your project, and with your senior year.

Sincerely,

Carrie Ehrhardt

Guidelines for Senior Project Proposal

Your proposal must be typed 1-2 pages and include the following sections:

Introduction

- Objective of proposal—career exploration, community service and/or problem or issue to be addressed
- Background Information—why you are choosing this project
- Mentor name and contact info (not a family member or teacher usually)

Body

- Guidelines—How does it meet the career or community service requirement? How will you learn/grow from completing this project?
- Methods—How your will your project be conducted? What will happen?
- Timeline—Give details and projected dates for different elements of your project—When will it start? When will it end? Etc.
- Breakdown of Projected Time Spent--**Should be 30 hours minimum.** Most projects go beyond this.
(**Note to teaching or coaching projects:** at least half this time must be student-contact)
(**Note to all:** Annotated Bibliography writing/research does not count towards 30 hours)
- Budget & Materials—What will you need to complete this project?
- Expected results—What desired impact will your project have? What will you have learned or achieved?
- Plan for evaluating results—How will you know your project was a success?

Conclusion

- Summary of key points
- Request for approval

If you want to get started before the start of senior year, please email the CWP teacher directly with your proposal for early project approval.

Once your proposal has been approved, no major changes (mentor, project, etc.) may be made without resubmittal and written approval from the CWP teacher.

Rubric for Project Proposal Page 1 of 2

Student Name _____

Date _____

	Exceeds Standard- excellent	Meets standard- minimum requirements	Does not meet standard- requires further work	
	<ul style="list-style-type: none"> • Topic is a challenge for student • Area of study has adequate scope to exceed requirements 	<ul style="list-style-type: none"> • Area of study is appropriate for student • Area of study has potential to meet all project requirements 	<ul style="list-style-type: none"> • Area of study is inappropriate for student • Topic is too limited to meet all project requirement 	<u> </u> 20
	<ul style="list-style-type: none"> • Goals represent a significant academic or personal growth challenge • Goals represent a personal interest or passion • Goals will directly benefit the community 	<ul style="list-style-type: none"> • Goals will present a learning stretch for this student • Goals include a personal benefit or challenge • Goals will drive community connection 	<ul style="list-style-type: none"> • Goals lack learning stretch • Goals lack a personal interest or passion • Goals lack a connection to community 	<u> </u> 20
	<ul style="list-style-type: none"> • People and items are identified; costs are projected and availability and location are confirmed • Community advisor/mentor identified; expertise and role in project highlighted • Proposal demonstrates a detailed vision of the end results 	<ul style="list-style-type: none"> • Resources in terms of people and items are identified • Potential community advisor identified; expertise and role in project are mentioned • Proposal shows vision of the end results 	<ul style="list-style-type: none"> • Resource needs are not identified or would be inadequate for scope of project • No preliminary contact or identification of community advisor • Proposal fails to show vision of end results 	<u> </u> 20

Rubric for Project Proposal Page 2 of 2

Student name: _____

Date: _____

	Exceeds Standard- excellent	Meets standard- minimum requirements	Does not meet standard- requires further work	
	<ul style="list-style-type: none"> Minimal errors in punctuation, spelling and standard English structures 	<ul style="list-style-type: none"> Few errors in punctuation, spelling and standard English grammar structures 	<ul style="list-style-type: none"> Many errors in punctuation, spelling and standard English grammar structures seriously affect readability 	____/20
	<ul style="list-style-type: none"> Overall proposal demonstrates necessary skills to exceed minimum requirements Overall proposal shows evidence of potential to exceed minimum requirement through the planning process 	<ul style="list-style-type: none"> Overall proposal shows evidence of the necessary skills for the project Overall proposal shows evidence of acceptable planning s 	<ul style="list-style-type: none"> Overall proposal indicates significant skill gaps Overall proposal shows incomplete planning. 	____/20

____ total out of /100

Teacher Signature: _____

Senior Project Annotated Bibliography Guidelines

Port Townsend High School

Overview

An annotated bibliography is the first step at many universities to writing an in-depth research essay or thesis. It's a works cited page with short 150-200 word synopsis of each work and why it is an important source of information about your project.

You will complete an Annotated Bibliography on 9-10 sources on a topic which relates specifically to your senior project. The goal is to extend and deepen your knowledge about the subject of your project before you begin most of the work on the project itself.

Here's an example entry from [Purdue](#):

Waite, Linda J., et al. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review*, vol. 51, no. 4, 1986, pp. 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

Step 1--Determine Key Research Questions

Create a list of 5-10 questions that you'd need to answer to do your senior project excellently. If your project was designing, building, and organizing the costumes for a play, your annotated bibliography might help answer the questions:

- What were the fashions of the time period in which the play is set?
- What did women wear?
- Why was it considered beautiful, glamorous, stylish?
- What did the men wear?
- Did people of different "classes" wear different styles/fabrics?
 - What are the steps involved in designing costumes?
 - Where will the resources come from? Will I have a budget?
 - What kind of schedule will I need to create?
 - What other resources might I need?
 - How should I organize the costumes?
 - How do professional costume designers work?
 - How does one become a costume designer?

Because each person's topic is different, the focus of the annotated bibliography will be different. Make it relevant and meaningful. This is **your** senior project. Take ownership.

Step 2--Find resources

You will spend several days in the school's library and computer labs to gather information relevant to your project. Outside sources can, of course, be found at the Port Townsend Public Library and The Jefferson County Public Library in Port Hadlock.

Your sources should cover many types of sources, with no more than 1/3 from websites. Wikipedia or other encyclopedias, virtual or hard copy, do not count as sources.

You will need to show evidence of the use of a minimum of **9-10** reliable sources from **at least 4** of the following the following categories. **No more than 1/3 should be virtual sources:**

- Books, including reference materials
- Magazines and newspapers
- Websites
- Documentaries
- Pamphlets or guidebooks
- Interviews with local officials.

Citing Sources, Reliability, & Documentation

Use MLA guidelines to cite **all** of the sources used for your Annotated bibliography.

Keep close track of your sources **as** you research. Some students like to do this on note cards while others just keep a running list on paper or on the computer. Use whatever works best for you.

Format

- A title page with your name, class title, class period, date, and the title of your Annotated Bibliography. Feel free to get creative with your title.
- Typed, double-spaced, size 12 Times New Roman font.
- Entries should be single-spaced with a space left between entries

Annotated Bibliography Rubric

Student Name _____

- | | | | | | |
|---|-------------------------------------|---|---|---|---|
| 1. 9-10 annotated sources | ___ no (0 points) ___yes (5 points) | | | | |
| 2. Correctly MLA formatted | 1 | 2 | 3 | 4 | 5 |
| 3. Utilizes at least 4 types of sources | ___ no (0 points) ___yes (5 points) | | | | |
| 4. Sources will help deepen knowledge base for Senior Project | 1 | 2 | 3 | 4 | 5 |
| 5. Annotation is detailed and insightful | 1 | 2 | 3 | 4 | 5 |

___ / 25

___ **Met standard** or ___ **Did not meet standard**

Reason for NOT PASS:

___ Total Points Less Than 20

___ Does not increase understanding of Senior Project

Comments:

Senior Project Presentations

Preparation Guidelines

This should be the best presentation you have ever given. It should include:

- Sliddeck on Google Slides (preferred) or other presentation software
- Audio/video elements
- Strong content
- Interactive Element (Extra Credit)

Here's how the project will be assessed:

As we have discussed in class, the presentation is the final component of the Senior Project. This is where you talk about the process of the project and give your personal perspective on the project. You will have **two mandatory presentations**:

- **One in CWP class** for a P/F grade that confirms graduation
- **Second at Senior Symposium**, a required part of Senior Project for graduation that must also be completed.

SAMPLE OUTLINE (Don't copy this, but use it as a guide!)

- Why you did it
- How you got started & designed project
- What you did—THE PROJECT
- Challenges you faced (add challenges throughout or at end of your presentation)
- Reflection: What you learned, what you'd do differently, how you grew (add reflection throughout or at end of your presentation)
- What's next: Next year, school or career options

THE PARTS

Background (SMALL)

This is where you give some backbone to your presentation. Add facts and research material to your presentation in order to teach everyone else about your project.

Project (BIG)

Explain your project. Talk about what the project is, how you went about accomplishing the project and how the final result of the project turned out. When talking about the project you should assume that no one knows anything about your project. Do not say, "well you know," or "I don't need to explain that." Make sure to give plenty of details.

Personal Reflection (BIG)

Reflect on your personal challenges, struggles, and successes throughout your project. Explain why you did the

project and how you feel now that it is done. Talk about what you learned during the project. Remember that this is all about you. ***Don't be afraid of failure!*** *You learn from things that aren't successful as well. Talk about this and how you would do things differently next time!* **Reflection can be sprinkled throughout the presentation, or clumped at the end.**

Future Plans (BIG)

What's next for you? Panel members want to be excited that we are sending young people out to change the world and achieve their dreams. You should spend at least 5 min. talking about your future plans.

- What is your 5 year plan?
- Where will you be next year/after high school?
- Career goals?
- What's your vision of your future life?

Visual Aid & Interactive element. (BIG)

You should have multiple visual aids for your presentation. These can be a collage, an overhead, Google Slides presentation, video, music, pamphlets, etc. Each committee room will have an overhead projector, connected laptop with internet access and speakers. **If you are using a non-web-based presentation program (ie Microsoft PowerPoint) you will need to bring your own device with that program to the presentation--you are responsible for making sure it can connect to the projector.** If you are concerned about the acceptability of a visual aid, please talk to your advisor.

Videos must be no more than 3 minutes long.

EXTRA CREDIT: At some point involve your panel/audience in your presentation. Teach them a dance move, give them a taste of a recipe from your cookbook, walk them out to the garden you rehabilitated, let them handle refurbished car parts. This is the interactive element. Get them involved!

Delivery & Speaking Skills (BIG)

Make sure that you speak at a good pace and at a volume that everyone in the room can hear. When you are standing in front of the class presenting, think about your body language and use of voice. Are you excited about your project? What moments or ideas do you want to emphasize? Your material should be organized so that everything flows and makes sense. Do not just jump from one point to another. Remember that your audience does not know anything about your project, so you need to make sure they understand.

Time (MEDIUM)

Make sure that your presentation is a minimum of 15 minutes. This does not include questions from the class. Please save all questions until the end of the presentation. **You will not pass if your presentation is under 10 minutes.** This is very important because this is your preparation for the evening presentations to the community in which you have a tight window of time.

Appearance (SMALL)

You should dress in business-formal attire.

Senior Project CWP Presentation Rubric

Name: _____ Date: _____

Background Research & Intro

- Why you did the project _____ / 10
 - Facts and research to support project _____ / 15
- _____ / 25

Project

- Clear Evidence Project was completed as proposed **yes / no**
 - Explanation of the process and result _____ / 10
 - Clear service/professional connection _____ / 10
 - Detailed explanation of future plans _____ / 10
- _____ / 30

Personal Reflection

- Challenges, struggles, and successes _____ / 15
 - How you feel now that it is done _____ / 5
 - What you learned _____ / 10
- _____ / 30

Visuals & Interactive Element

- Spelling & Grammar Correct _____ / 10
 - Strong Pictures/Documentation of Project _____ / 10
 - EXTRA CREDIT: Interactive Element _____ / 10 (not required)
- _____ / 20

Organization and Delivery

- Organized in a clear fashion _____ / 5
 - Flows and makes sense _____ / 5
 - Appropriate pace and volume _____ / 5
- _____ / 15

Time

- Minimum of 15 minutes **yes / no** Time _____ / 10

Appearance

- Appropriate clothing _____ / 5
 - Appropriate body language _____ / 5
- _____ / 10

Total Points: _____ / 150

- ___ PASS
- ___ NOT PASS-Content (under 60%)
- ___ NOT PASS-TIME (under 10 min.)
- ___ NOT PASS-No Service/Professional Element
- ___ NOT PASS-Needs evidence project completed

Senior Symposium Community Presentation Rubric

Student Name _____

- | | | | | | | |
|---|-----------------------------------|---------------|------------|-----|----------------|------------|
| 1. Arrived on time for presentation | ___ | no | (0 points) | ___ | yes | (5 points) |
| 2. Dressed appropriately | 1 | 2 | 3 | 4 | 5 | |
| 3. Discussed senior project | 1 | 2 | 3 | 4 | 5 | |
| 4. Discussed Community Service or Professional Element of project | 1 | 2 | 3 | 4 | 5 | |
| 5. Explained post-high school plan | 1 | 2 | 3 | 4 | 5 | |
| 6. Presentation Skills | 1 | 2 | 3 | 4 | 5 | |
| 7. Presentation slides-quality & editing | 1 | 2 | 3 | 4 | 5 | |
| 8. Interactive element (BONUS) | 1 | 2 | 3 | 4 | 5 | |
| 9. Acknowledged/thanked mentor | ___ | No (0 points) | | ___ | Yes (5 points) | |
| 10. Length | | | | | | |
| a. 15-minute presentation | 1 | 2 | 3 | 4 | 5 | |
| | Presentation Length (min.) | | | | | _____ |

___ / 45

___ Met standard or ___ Did not meet standard

Reason for NOT PASS:

___ Total Points Less Than 25

___ Time (under 10 min.)

___ No Service/Professional Element Documented

Comments:

Evaluators Signature

