

MONITEAU
SENIOR FOCAL PROJECT
2013-2014



MONITEAU SCHOOL DISTRICT

WELCOME TO THE SENIOR FOCAL PROJECT

The Senior Focal project is a required project that must be completed prior to graduation from the Moniteau Junior-Senior High School. In order to complete the project, each student must complete:

1. A Project Proposal
2. A Plan of Action (POA)
3. A physical, tangible project
4. A Project Overview Research Paper (POP)
5. Each student is required to present his or her project March 26, 2014. At the Moniteau Expo, March 26, 2014, students may show their completed projects by utilizing power point presentations, by creating projects (maps, charts, art work) from a variety of materials, by giving demonstrations of the topics researched, and by showing evidence of completed shadowing experiences.

The student will receive several grades for the Senior Focal Project: a grade on the written Project Proposal, the written Plan of Action, Project Overview Paper (POP) and a Teacher's Evaluation for the entire project, which includes a student's effort, time management skills, adherence to the Plan of Action (POA), and the overall quality of the project.

GUIDELINES AND FORMS MONITEAU SCHOOL DISTRICT'S SENIOR FOCAL PROJECT

Timeline – Due dates for completion of the Senior Focal Project

Log Sheet – Summaries of Mentor Teacher Meetings

Project Proposal Sheet and Grading Criteria

Plan of Action Sheet and Grading Criteria

Job Shadowing/Observation Sheet

Writing the Senior Project Overview Research Paper

Objectives & Evaluation Criteria for the Senior Project Overview Research Paper

Tips for Writing Your Thesis Statement

Organizational Outline for the Senior Project Presentation

Senior Focal Project Presentation Evaluation Sheet

TIMELINE

COMPLETION OF THE SENIOR PROJECT

I. Completion of Project Proposal, to Mr. Nichol **October 18, 2013**

II. Mentor Assignments-Activity Period, **November 6, 2013**

III. Completion of Plan of Action, to Mr. Nichol by **November 22, 2013**

IV. Completion of Physical Project (DRAFT) by **February 3, 2014**

V. Completion of Project Research Overview Paper, to Mr. Nichol by
February 28, 2014

VI. Project Presentation to Mentor Teachers, **March 12, 2014**

VIII. Project Presentations, **March 26, 2014**

LOG SHEET OF MEETINGS WITH MENTOR TEACHER

STUDENT NAME – _____

MENTOR TEACHER NAME- _____

There will be at least five mentor meetings during activity period. More may be scheduled as needed. Please keep a log of the meetings below. This may be collected to demonstrate a student's progress in achieving project objectives.

<u>DATE</u>	<u>TIME</u>	<u>TOPICS OF DISCUSSION DURING THE MEETING</u>
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PROJECT PROPOSAL: DUE October 18, 2013

Student's Name –

Project Title –

Projected Start Date –

Projected Completion Date –

In the space below please give a brief description of your Senior Project. This is to be at least one well written paragraph.

In the space below please give a brief description of the benefits of the project you plan to complete. (There must be two or more benefits of completing the project.)

Senior Project Proposal Grading Criteria

2013-2014

Name _____ Date _____ Period _____

_____/25 The proposed project expresses a clear and definable purpose, reflecting proficient communication skills and standards as outlined by the Pennsylvania Department of Education.

_____/25 The proposed project represents a learning challenge to the student.

_____/25 The learning challenge has been clearly stated and defined.

_____/25 The proposal clearly expresses a minimum of two defined personal/community benefits upon completion of the project.

_____/100 Points Total

The Senior Project Proposal must be completed by the deadline date of October 18, 2013. This is a graded assignment in English 12 and a requirement toward the completion of your Senior Project. Ten points will be subtracted from your total score for each school day this proposal is late.

Senior Project Plan of Action Grading Criteria

English 12 - 2013-2014

Name _____ Date _____ Period _____

_____/20 All categories of the approved Plan of Action form have been appropriately completed in neat and professional detail.

_____/20 The Plan of Action reflects proficient written communication skills and adheres to the English communication standards as outlined by The Pennsylvania Department of Education.

_____/20 The Plan of Action expresses a focused and definable purpose.

_____/20 The Plan of Action is meaningful and appropriate to the scope of the proposed project. Some depth of thought is apparent.

_____/20 The Plan of Action expresses a clear step by step chronological process that would lead to a completed senior project.

_____/100 Points Total

The Senior Project Plan of Action must be completed by the deadline date of NOVEMBER 22, 2013 as stated on the time line.

This is a graded assignment in English 12 and a requirement toward the completion of your Senior Project. Ten points will be subtracted from your total score on the Plan of Action assignment for each school day it is late!

SENIOR FOCAL PROJECT SHADOWING/OBSERVATION SHEET

Students are encouraged to job shadow a professional pertaining to a field of study or future vocation and relate this to their Senior Focal Project. A student may job shadow during one school day with prior approval. Complete this form indicating where, when, who and what you observed during your shadowing experience. Remember, you must have the signature of the person observed/shadowed.

Student's Name-

Date of the job observation/shadow -

Name of the Business or Individual-

Address of the Business or Individual -

Phone Number - _____

Time/Hours Spent - _____

In the space below please explain what was observed and what tasks you performed, including any comments.

Signature of Person Being observed/shadowed -

The Senior Project “Project Overview Paper”

The “project overview paper” requirement of the Senior Project is an opportunity for students to explore a researchable topic that is of interest to them. With this in mind, students will need to think carefully, and select an interesting topic that is directly related to their Senior Project. The topic should have depth and will provide interesting material for use in the project practice presentation on **March 12, 2014** and the final presentation on **March 26, 2014**.

The following questions are designed to help the student formulate a quality “project overview” research paper that is directly related to the physical project that has been completed. Answer each of the following questions thoroughly, using complete sentences and paragraphs.

1. What is the general area of study chosen for the research paper? Why was it chosen?
2. Explain any prior experience or knowledge that you may have of this subject before starting the Senior Project.
3. What topics could be explored that are related to and within the subject area you have chosen for your Senior Project? Now narrow or limit your topic.
4. What is the narrowed or limited topic chosen within the general area of study? (*Keep in mind that the final paper must be at least 2-3 FULL pages, double spaced, typed in 12 point font using MLA style. Therefore you must choose a limited topic that also can be sufficiently covered.*) **Please refer to the example pages within this packet for additional information.**
5. What is the purpose for researching this limited topic? (Develop phrases that begin with: To trace, To compare, To demonstrate, To define, To prove, To analyze, To explore etc.)
6. What is the tentative thesis statement for the project overview research paper? Write that statement in the space below. ***Please refer to the example pages within this packet for additional information on constructing a thesis statement and writing a project overview paper.*** **NOW, BEGIN YOUR RESEARCH. REMEMBER...the project overview paper must be completed according to the criteria listed in this packet and must be given to your English teacher by the deadline date of February 28, 2014!**

Objectives For Senior Project Research Paper

Name _____ Date _____ Pd. _____

- I. The student will use an appropriate thesis for the development of a research paper.
- II. The student will support his or her thesis with relevant evidence drawn from valid researched sources.
- III. The student will organize the research paper in a clear, logical and coherent manner using formal standard English.
- IV. The student will avoid errors in mechanics that interfere with the effectiveness in communicating his or her ideas.
- V. The student's research documentation will reflect correct MLA style including a Works Cited page.

If one or more categories receive a "Not Yet Competent" score, the paper must be corrected and resubmitted by the student before it will receive a "passing" grade.

	Exceptional	Commendable	Acceptable	Partially Formed	Not Yet Competent	Total
A complete explanation of each category is available on the PDE web site.	4	3	2	1	0	
FOCUS (thesis, plan, unity)						
SUPPORT (relevant evidence)						
ORGANIZATION (structure, logical order)						
STYLE (sentence structure, diction)						
CONVENTIONS (grammar, mechanics, spelling, usage, documentation)						



Place a check if the minimum requirement below is not met. "Not Yet Competent" for not meeting the following:

___ Minimum of 3-4 sources.

___ Minimum of 2-3 full pages, double spaced,
typed using 12 point Times New Roman font.

___ Works Cited Page included & typed

___ All sources on Works Cited page cited internally

Based on the above criteria if the paper receives a passing evaluation the student will begin work on the project presentation phase of the senior project. If the paper receives a failing evaluation the paper will need to be corrected by the student and resubmitted.

Passing Evaluation - _____

Failing Evaluation - _____

Tips for Writing Your Thesis Statement

1. Determine what kind of paper you are writing:

An **analytical** paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.

An **expository** (explanatory) paper explains something to the audience.

An **argumentative** paper makes claim about a topic and justifies this claim with specific evidence. The claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

If you are writing a text which does not fall under these three categories (ex. a narrative), a thesis statement somewhere in the first paragraph could still be helpful to your reader.

2. Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.

3. The thesis statement usually appears at the end of the first paragraph of a paper.

4. Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.

Thesis Statement Examples

Example of an analytical thesis statement:

An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.

The paper that follows should:

- explain the analysis of the college admission process
- explain the challenge facing admissions counselors

Example of an expository (explanatory) thesis statement:

The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The paper that follows should:

- explain how students spend their time studying, attending class, and socializing with peers

Example of an argumentative thesis statement:

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:

- present an argument and give evidence to support the claim that students should pursue community projects before entering college

ORGANIZATIONAL OUTLINE FOR SENIOR PROJECT PRESENTATION

The outline format below is to help you develop a passing senior project presentation. Feel free to make modifications to adapt this to your own presentation. Consider using this outline format on 3"/5" note cards to be used for your presentation.

INTRODUCTION: (write it out)

- I. Attention getter open**
- II. Central idea**
- III. Preview of main points**

BODY: (summarize in complete sentences)

- I. History or background of the topic or topic related to your project.**

(Possibly reference your research.)

- A.**
- B.**
- C.**

- II. Personal Involvement (What is your involvement in your topic?)**

- A.**
- B.**
- C.**

- III. Steps in the demonstration or what you did to get a quality completed project.**

- A.**
- B.**
- C.**

*****Remember to reference your visual aid during your presentation**

CONCLUSION

Student Name _____

Evaluation Team _____

SENIOR PROJECT EVALUATION FORM

*Rate each item from 0 to 5 (0 = not evident / 5 = excellent)**The project must include a visual aid to pass. Visual aids may include items such as power point, posters, pictures, charts, graphs, checklists and examples of work. (A demonstration may be included, but is not counted as the visual aid).*

***If the student fails the project, please comment briefly (on back) as to what needs to be improved.*

INITIAL IMPRESSION

_____ **TOPIC** is **meaningful and appropriate** to the scope of the project. Projects may include interests, hobbies and career choices. Some depth of thought should be apparent.

_____ The student's **APPEARANCE** is **neat** and **professional** looking. It can be in some way connected to the project (nurse's scrubs, chef's hat/apron – appropriate attire is fine.)

ORAL PRESENTATION

_____ **CONTENT** is informative and communicated in a logical, cohesive manner.

_____ **PRESENTATION** is organized and well planned (3-5 minutes in length). ****If the student does not meet the "three minutes minimum" (no coaxing from the judges) the project cannot pass.** Power point presentation should not be read.

_____ **PUBLIC SPEAKING** conventions are shown through eye contact, poise, articulation, and volume of voice.

VISUAL AID

_____ **PRIDE OF WORKMANSHIP** is demonstrated by the project's **appearance** (neat, free from grammatical errors – visually appealing).

_____ **COMPOSITION**—The visual aid demonstrates coherence and originality.

OVERALL EFFECT

_____ The project, as a whole demonstrates coherence (composition, layout of project, organization, presentation---all elements work together).

_____ The entire project looks as though the student has put some **EFFORT** into it.

_____ **TOTAL PROJECT SCORE** **Pass = 27 – 45 / Fail = 0 - 26**