2021-2022
Senior Project Presentation Guidelines
Hello everyone,

My name is Stephanie Thorson and I will be the new Culminating and Spanish teacher at Davenport for the 2021-2022 school year. First thing I would like you all to do is join my Google Classroom. The join code is 32h959q. This is where I will post announcements, assignments and materials that you will need for this class. In this packet you will find all of the instructions and guidelines for the project. If you have any questions or concerns please feel free to email me at s.thorson@davenportsd.org or come see me in room 19!

I look forward to working with you all,

Stephanie Thorson
Proposal Letter

Before you begin your senior project, you will need to write a proposal letter explaining what your project is, why you chose it, how you will complete it and what you hope to gain from the experience. Your proposal MUST be approved before you begin working on your project. In addition, please start thinking about who your mentor will be for the project and include their name and occupation if possible. Remember that it can NOT be a family member and they must be out of high school more than 5 years.

Below are some questions designed to get you thinking about your Culminating Project and what you would like to accomplish and/or learn.

-Project proposal:

-Product will be: (Something that can be physically brought in and shown during presentations)

-Reason for this selection:

-What I hope to learn/gain:

My mentor will be ____________________.

I plan to begin the project on _____________ and hope to be completed by _____________.

If you have any questions, or need help please contact me by email at sthorson@davenportsd.org

Stephanie Thorson
May 7, 2013

Culminating Project
Davenport High School
801 7th Street
Davenport, WA 99122

To Whom It May Concern:

I have chosen to focus on the dangers of texting and driving for my culminating project. One of the main reasons why I chose to do this project is because my mom was in a car accident on April 5, 2010 that involved texting and driving. While on her way to work, my mom was hit head-on by a young college student who was texting. My mom was very lucky to make it out alive with a fractured sternum, bruises and a large mental scar. The young driver who was texting was not as lucky and was killed on impact.

I will use a program through State Farm Insurance Company that promotes texting and driving awareness. This program has fifteen project choices and I will need to complete five of these to earn $500. Also for my project, I will host a texting and driving awareness night at a volleyball game during the upcoming season this fall. The home team, on which I will be participating, will wear shirts, made by the team, that have an anti-texting and driving theme on them. I will use one of these shirts and a poster I design for State Farm as my products. I expect my expenses for these products to be around $100. Both of my projects should be completed by the end of September 2013. Any money raised by these projects will be donated to Davenport Booster Club.

From this project I hope to gain organizational skills, leadership skills and time management skills. I also hope to gain the support of the underclassmen so that this project will be continued after I graduate. Lastly, I will gain the satisfaction of knowing that I raised awareness about the dangers of texting and driving and know that this project could help save lives in the future. Thank you for considering my proposal.

Sincerely,

Sidney Cole

Comments:

_____ Approved _____ Denied

Signature_________________________ Date________

(you must sign here) on your copy
Mentor Agreement

Thank you for taking the time to help one of our senior students in completing his/her culminating project. The following is a brief outline to help you understand your role and what the students are trying to do.

Each student chooses his/her project and is to complete it on his/her own time. The purpose of the mentor is to provide the student with someone who has expertise and/or knowledge that the student may not have. As each student chooses a subject which he/she wants to learn more about, many will have questions about where to go, whom to ask, or how to proceed.

The mentor’s role does not require a large time commitment. In fact, both mentor and student should make it clear to each other how much time both are expecting before a final commitment is made. (six contacts are the minimum requirement.) The primary initiative on the project should come from the student. Please ask to see the requirements of the whole culminating project (the red packet). The student is required to submit a learning log, which documents hours and tasks performed and provides physical evidence to verify completed work. These logs must be signed by the mentor prior to their submission to the teacher.

Suggested help:

- resources for research
- someone to aid in revision (content only) of outline and persuasive essay
- aid in checking on progress of product made
- Brainstorm ideas for media board
- look over final products to aid student in feeling successful
- aid student in practicing for a panel presentation by listening to his/her presentation and asking questions a panel may ask

At the end of the project, we ask you as the mentor, to make an evaluation of the student and his/her progress on the project. This evaluation will be given to you by the student.

If at anytime you have questions or wish to discuss the student you are mentoring, please feel free to call any one of us at the high school. The phone number is 509-725-4021. We appreciate what you are doing and welcome comments and suggestions.

Stephanie Thorson

[Signature]
I am qualified to be a mentor in this area because....... 

Please state your reason(s) on this agreement.

Mentor Phone Number: ________________ (home) ________________ (work)

_______________________ (Mentor) and ______________________ (Student) discussed this agreement, and understand the role of the mentor. In addition, we both understand the initiation for communication comes from the student.

**Return only the second page of this agreement to Ms. Thorson**
Mentor verification

Answer the following questions as fully as possible. This form MUST be completed for the student to pass this portion of the culminating project.

STUDENT: ______________________

MENTOR: ______________________

<table>
<thead>
<tr>
<th>Date met with student</th>
<th>Task(s) completed</th>
<th>Mentor Initials</th>
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1.) Student must meet with mentor at least six times during the project. Please use additional sheet if more space is needed.

2.) Have you seen this project at different stages of completion? Yes ______ No ______

   Comments:

3.) Did the student fulfill the agreement he/she made with you? Yes ______ No ______

   Comments:

4.) What specific problems did this student encounter and overcome?

5.) What successes have you seen this student achieve?

Signature: ______________________ Date: ________________
Reflective Essay

Due to your culminating project teacher by a date given. (Running Start/ Alternative/ Special Services Students submit to Ms. Hawley or Ms. Thorson).

This is a reflective essay that must discuss all of the following items. Don not limit your essay to only these responses, but make sure you clearly provide a real sense of the process you went through and of what you learned about yourself.

*These are suggestions and do not need to be in order:

- Beyond the project itself, what did you learn about yourself?
- Did you deviate from your original plan at all?
- What was your goal at the beginning of this project? Did you achieve it? Why or why not?
- List three personal satisfactions or knowledge you gained from this project.
- Describe what risk, if any, you took in completing this project. Consider not only a physical risk but also emotional or intellectual challenges. If you didn’t challenge yourself, how could you have?
- List challenges you encountered. How did you handle these challenges? If given the opportunity, what would you do differently now that you speak from experience?
- How does the outcome of your project compare with your first perception of your project?
- What grade would you give yourself for your project? Justify the evaluation of your grade in at least 25 words
- Celebrate your achievements, talk about how it feels to be done

*This is a 3-5 page paper- Standard manuscript rules apply (12 font, 1" margins)
PowerPoint/Google Slides presentation guidelines

While each power point/google slides presentation’s appearance will be unique to the project them, all power point/google slides presentations must adhere to the following guidelines:

- **Proper title**
  - Clearly state what your project will be about

- **Obvious effort**
  - Pictures
  - Captions
  - Headers
  - Eye catching

- **Error free**
  - Grammar
  - Punctuation
  - Spelling
  - No slang

- **Professional; and high-quality appearance- must be your OWN work**
  - Citations must be used if work comes from another source

- **Use bullet points not paragraphs**
  - DO NOT READ OFF THE SLIDES
  - Use bullet points for reference of topics

- **Presentation theme**
  - Overall appearance must be professional
  - No crazy fonts or colors
  - Match the theme of the project
  - Consistent throughout the ENTIRE presentation
  - Have a professional and legible font that can be read from 10 feet away
  - Slides must be standard sized
## Final Presentation Rubric

**Student name**

**Project title**

**Time**

**DIRECTIONS:** Circle the appropriate level for each of the categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceptional (10)</th>
<th>Commendable (8)</th>
<th>Acceptable (5)</th>
<th>Unacceptable (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Thoroughly explains procedure and provides proof of process and product. Effective time management skills during project.</td>
<td>Clearly explains procedure and provides proof of process and product. Effective time management skills during project.</td>
<td>Lists process steps without much detail. Limited proof of process and product. Adequate time management skills during project.</td>
<td>Unclear explanation of project process. Lacks proof of process and/or product. Lacked time management skills for project.</td>
</tr>
<tr>
<td>Product</td>
<td>Superior quality. Far exceeds minimum project requirements, including time.</td>
<td>Good quality. Fulfills minimum project requirements, including time.</td>
<td>Average quality. Fulfills minimum project requirements, including time.</td>
<td>Poor Quality. Doesn't fulfill minimum project requirements</td>
</tr>
<tr>
<td>Appearance</td>
<td>Clothing contributes to professional, appropriate and conservative demeanor of speech. Completely polished</td>
<td>Clothing appropriate and professional.</td>
<td>Clothing appropriate, but slightly casual.</td>
<td>Clothing too casual. Not appropriate for an interview or speech.</td>
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*You do not have to follow the points completely. Change them however they fit the presentation.*
Community Service Documentation

15 hours per year minimum

Student Name: ______________________

Name of organization served: ______________________

Date(s) of service: _________________ Hours: _________________

Description of service:


Supervisor Comments:


Supervisor Signature: ______________________

Student Reflection (Brief description of what you did):


Student Signature: ______________________

*Reminder: Fundraising to directly benefit a student a student organization (FBLA, FFA, national Honor Society, Jr. Class, Etc.) does not equal community service.
Job Shadow Verification Form

Student Name: _______________________

Occupation shadowed: _______________________

Location of experience: _______________________ Date __________

Name & title of person shadowed: _______________________

List five task or skills observed during the job shadow experience:

1. _______________________

2. _______________________

3. _______________________ 

4. _______________________ 

5. _______________________ 

Signature of person shadowed: _______________________

Write a summary reflecting on your job shadow experience. Your response is to be typed or printed on a separate piece of paper. Include answers to the following questions:

1. Why did you select this occupation for your job shadow?
2. What would you need to do in order to be hired in this or similar occupation?
3. What new information did you learn from this job shadow?
4. What was the most interesting aspect of this occupation?
5. Is this career still of interest to you now that you have shadowed it? Explain why or why not.
Learning Log

The purpose of the log is to keep track of the time you spent completing your product.

Your log must:

- Show evidence of you actually producing, making, or completing your product. Types of evidence include photographs, receipts, diagrams, plans, or outlines.
- Your log must have photographs that show you in the picture completing the various stages of your product.
- Your mentor must sign your log verifying hours spent and activities completed.

Please use the format on the following page and the sample when completing your log.
<table>
<thead>
<tr>
<th>Name</th>
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<th>project</th>
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<tbody>
<tr>
<td>Date</td>
<td></td>
<td>Hours-start time-endtime</td>
<td>Total Hours</td>
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Student Verification Signature

Mentor Verification Signature
Fundraising

Fundraising projects are to be done separately from ASB. No funds will go through ASB (expense or revenue) until project is completed and then, only donations can be made to general ASB or a specific class/club/sport.

An accounting of **ALL** expense and receipts must be documented in the project and be presented at the Culminating Project Presentation.

**Example - Summer sports camp as used as a Culminating Project**

1. **ALL** expenses will be accounted/recorded for by student (t-shirts, prizes, snacks, etc.)
   
   Expenses - Invoices or store receipts need to be kept for documentation purposes

2. All revenue (receipts) will be accounted/recorded for by student (fees, donations, etc.)

   Revenue - Receipt books are recommended for documentation purposes

3. THEN if money is to be donated to a specific program, the donation receipt will be presented at time of Culminating Project Presentations

4. All donated items needed to complete the project, also need to be documented and acknowledged by the students (building materials, prizes, raffled items, etc.)

*If more than $500 is being donated the Davenport School Board of Directors must approve*
Cost and Materials Spreadsheet

List all items used including quantity and cost. If materials were not bought by the student, documentation needs to be provided from where the items came and/or who supplied them. For fundraising, see the following page for specific requirements.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item Include Invoice or Receipt Number</th>
<th>Unit Cost</th>
<th>Total Cost</th>
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Total of Entire Project
Product Guidelines

The main idea behind choosing a project should be for a student to identify something in which he/she truly has an interest. The student will be spending a considerable amount of time preparing the product itself, documenting the process, and explaining the project to a community panel. It is imperative that the student is involved in a project which sparks his/her interest.

For the most part, students are allowed to choose their project. There are, however, some guidelines.

- Projects must not be physically dangerous (sky-diving, race car driving, ect.)
- Students must find a mentor who can sign log sheets, verify hours, and give them help/guidance/suggestions during the project completion. This should be in person meeting, but online acceptations can be made if necessary.
- Projects do not need to cost anything! Students can spend little or nothing completing the hands-on product. If a student chooses a project which requires a large monetary commitment, he/she must plan carefully so that the project is completed.
- Students must document the project process carefully. A large portion of the product and speech evaluation is based on project evidence. The learning log will help strengthen the student’s project evidence. Take pictures along the way!
- The culminating project team must approve projects prior to the start of the project or it will not be accepted.
- Once approved, students cannot change their entire project without formal approval from the culminating project team and completion of project addendum form.